DOCUMENT RESUME

ED 023 626 SP 001 787

Appalachia Cooperative Program in Teacher Education.

Appalachia Educational Lab., Charleston, W. Va.

Spons Agency-National NDEA Inst. for Advanced Study in Teaching Disadvantaged Youth, Washington, D.C.

Pub Date 8 Jul 67

Note-110p.

EDRS Price MF-$050 HC-$560

Descriptors-College School Cooperation, *Conference Reports, Cultural Disadvantagement, Curriculum Development, *Disadvantaged Youth, Economic Disadvantagement, Educational Disadvantagement, Learning Theories, Reading Programs, School Community Relationship, Social Disadvantagement, Student Personnel Services, *Teacher Education, *Teacher Education Curriculum, Teacher Experience, Teacher Role

Identifiers-Appalachia

This report of three conferences (held on July 8, 1967) conducted in conjunction with the Appalachia Cooperative Program in Teacher Education begins with an introduction plus an orientation to and a description of the Appalachia Area Project. Included for each conference are an outline of conference objectives, papers presented, and a summary of small group discussions. Conference A focused on "The Disadvantaged Pupil"; papers presented were "A Cultural Approach to the Disadvantaged" by O. Norman Simpkins and "Disadvantaged Youth" by Nathan L. Gerrard. Conference B centered on "Educational Programs for the Disadvantaged Pupil"; papers presented include "Enrichment Through Family Involvement" by Ora M. Poling, "Pupil Services" by James C. Smith, "Types of Reading Programs" by Martha Cottrell, and "Factors That Would Improve Our Present Program" by Jake Moser. Conference C was concerned with "Preparing Teachers for Teaching Disadvantaged Youth"; "Preparing Teachers for Teaching the Disadvantaged Pupil" was presented by Theodore L. Soistmann. A 1 1/2-page "Project Evaluation" concludes the report. (SG)

Appalachia Cooperative Program In Teacher Education

ED023626

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July 8, 1967

SP001787

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The National NDEA Institute
For Advanced Study
In Teaching Disadvantaged Youth

APPALACHIA
COOPERATIVE PROGRAM
IN
TEACHER EDUCATION

Appalachia Educational Laboratory

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SP001787

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Introduction

As any classroom teacher will testify, "The life of a teacher today leaves little time for additional conferences." When one is looking forward to conferences which demand additional effort on the part of the classroom teacher, public school or college, he is aware of the conflicts of interest and time in the lives of the participants. The Appalachia Cooperative Program in Teacher Education had as an objective the involvement of several hundred public school staff members, college instructors and administrators and other community service personnel. To involve this number of persons in four counties and personnel from many colleges with as many as 300 miles to be traveled for a single conference was a large undertaking for such a brief period. The response was most encouraging, and the timeliness of the topic was indicated by the continued support of the participants. The conference planners are deeply indebted to the many professional teachers who gave much of their time and many ideas to this effort.

It was the intent of the Project Steering Committee to provide the basic design for each conference but to leave the detailed planning to the local unit. This approach provided some variation but as this report indicates, the movement of each session was toward the common objectives. The information contained in this report for Conferences B and C was reduced to a minimum to restrict the size of the publication, but the information presented provides the necessary background for the reader.

The spirit of each session was dominated by the desire to be cooperative. This desire, however, did not eliminate the many conflicts of ideas and the feelings of threat which often accompanies criticisms of current efforts. An occasional comment by a college staff member indicated that some felt that the approach presently being used to educate teachers was being challenged and that they were put on the defensive. This was never the intent of those who planned the conferences; however, if such feelings bring about a re-examination of teacher preparation programs or the content of courses in which prospective teachers enroll we will have profited from the conferences. As one observed the accumulating effects of the sessions it was evident that feelings of insecurity were being displaced by the belief that teacher preparation is a concern of the total profession, that criticism was not being directed at individuals, and that colleges and public school staff members share the responsibility for the development of programs for preparing teachers.

A final word about this report: An attempt is made to permit the reader to share in the sessions by presenting background information as well as summaries of the group sessions. The report begins with an introduction to the National NDEA Institute which is the directing agency. Following this initial phase of the report is information intended to provide an overview of the total area project. Parts III, IV and V contain papers presented at Conferences A, B and C as well as the summary of group discussions. Part VI is a brief evaluation of the project.

If the efforts of this project produce some lasting results for teacher preparation, credit is owed many individuals. However, particular credit must go to the county coordinators, Mr. Robert Coffendaffer of

Harrison, Mrs. Virginia Schoonover of Kanawha, Mr. Jack Garrett of Logan and Mr. Menry Marochi of Wood, who devoted much time and effort to making each session a success. The superintendent of each county is to be credited with a wise choice of a leader and for his provision of time to permit the coordinator to organize the local effort.

Part I

Project Orientation

A. The Inter-Institutional Development Project

The Inter-Institutional Development Project is one element of The National NDEA Institute for Advanced Study in Teaching Disadvantaged Youth. The National NDEA Institute is a project supported by the United States Office of Education under Title XI of the National Defense Education Act. It was initiated in June, 1966, under a contract between the Office of Education and Ball State University, Muncie, Indiana. The Institute is managed and operated by the American Association of Colleges for Teacher Education, Washington, D. C., through a National Steering Committee and Task Force.

The National NDEA Institute is designed to improve programs for personnel who are engaged in or are preparing to engage in the teaching of disadvantaged youth. Through its efforts it is hoped that teacher education, the heart of the matter, will be encouraged and improved.

In order to accomplish these purposes, the program of the National NDEA Institute operates on two levels. First, through the frequent meetings of the Institute's National Steering Committee and Task Force, special attention is given to the identification and clarification of fundamental problems and issues relevant to teaching the disadvantaged and to the preparation of teachers. As a result, the National Committee proposes to recommend substantive changes and appropriate strategies for the improvement of teacher education.

Secondly, through a series of inter-related projects, conferences, and other activities, opportunities are provided for educational personnel engaged in the teaching of the disadvantaged to exchange information regarding effective practices and materials, to develop their competencies as teachers, and to provide the National Committee with specific information regarding the problems and issues which constitute its continuing agenda on the preparation and retraining of teachers.

The development of teachers and the improvement of programs in colleges and universities which prepare the teachers who will staff the schools of the future are the aims of the segment of the National NDEA Institute which is identified as The National-Institutional Development Project. The major interest of this project is with the development of concern for and sensitivity towards the disadvantaged segments of our population on the part of those persons who have continuing responsibilities in the preparation of teachers. It is believed that the development of these qualities on the part of the "teachers of teachers" will result in the construction of new programs for teacher preparation, or, at least, the thorough re-examination of the relevance of existing programs to the social realities of the day.

To stimulate and guide the thinking of those individuals who are responsible for administering programs for educating teachers and who were to be involved in the Inter-Institutional Program Development Project the staff of the National NDEA Institute developed and published on November 29, 1966, a document entitled Some Issues Relevant to the Preparation of Teachers of the Disadvantaged. The questions which were identified in this publication served as a basis for the development of objectives for many components of the Project.

B. Some Issues Relevant to the Preparation of Teachers of the Disadvantaged

1. Defining the Disadvantaged Pupil

   a. Does the term "disadvantaged" refer to children who are different because of the lack of U. S. middle-class cultural virtues and values?

   b. Should the disadvantaged be identified in terms of economic and social disadvantages or in terms of "patterns of learning facility and learning difficulty"? (Karp and Sigil)

   c. What are the social, cultural and learning assets of the disadvantaged? How can these, as well as the disadvantages of the poor, be made a focus of the training of teachers?

   d. Should the question of identifying and defining disadvantages and assets of the disadvantaged be left open to the poor themselves? How do they see their social and educational needs, ambitions, and goals?

2. Developing Relevant Theories of Learning

   a. What are relevant learning theories for the disadvantaged? How do they differ from learning theories for the advantaged? Are present learning theories relevant for the advantaged or do the advantaged learn because of strong motivation from cultural expectations?

   b. How can relevant learning theories be developed in teacher training programs and implemented in the schools by future teachers of the disadvantaged?

3. Developing a Relevant Curriculum

   a. Should compensatory programs attempt to compensate for the inadequacies of the students or the inadequacies of the curriculum?

   b. Should the fundamental problem of the poor education of the disadvantaged be viewed as a result of a failure to provide relevant curricula within the current school structure or as a reflection of the inadequacy of the basic school structure itself?

   c. In structure and in content, how does a meaningful curriculum for the disadvantaged differ from a meaningful curriculum for the advantaged?

d. What are the most important criteria for relevancy in a curriculum for the disadvantaged?

e. What are the levers of change in curricula: administrators' and teachers' attitudes? teachers' skills? basic school structure?

4. Profiling the "Teacher" of the Disadvantaged

   a. How can the teacher's formal work structure be defined, especially in relation to the social worker, therapist, identification figure, representative of the "establishment"?

   b. Should the role of "teacher" be redefined to include subprofessionals and liaisons between the school and community, especially representatives from the future job-world of the disadvantaged?

   c. Should prospective teachers be personally motivated to function effectively in existing school systems or to function as "change agents" who are non-accommodating to the present system?

   d. What are the assets and disadvantages of a teacher from the middle-class teaching the disadvantaged; of a teacher from the lower-class teaching the disadvantaged?

   e. Is there a certain "type" of person who can teach the disadvantaged? Are there identifiable personal qualities that a teacher of the disadvantaged should have?

Teacher Training Programs

1. Location of Programs

   a. With limited resources available, should training programs be concentrated in areas where quality training resources are available or spread so that a maximum of quantitative effect is achieved in areas where the disadvantaged are found; i.e., rural areas, and where most prospective teachers of the disadvantaged are trained; i.e., state colleges.

   b. How should inter-university research be administered and supported to make teacher training of the disadvantaged a joint effort?

2. Structure and Flexibility of Programs

a. How many years should the training of teachers be? Should training vary depending upon the professional goals of the prospective teachers?

b. Should training programs be restructured to open channels for sub-professionals to earn teaching accreditation?

c. What should the sequence of experiences for the prospective teacher be, especially of laboratory experience?

3. The Process of Changing Attitudes and Developing Understandings of the Disadvantaged

   a. How can changes in attitude and development of understandings of the disadvantaged be effected? through involvement in communities of the disadvantaged? extended practice teaching?

   b. How important is the development of self-insight in the changing of attitudes and development of understandings? What should the training program provide in the form of group discussion, personal supervision, and group spirit to foster the growth of individual self-insight?

4. Laboratory Experience

   a. Should the preparation of teachers of the disadvantaged involve work in community agencies outside of the schools?

   b. How can the student teaching experience be restructured to provide the prospective teacher with more teaching experience and quality supervision?

5. The Process of Teaching: How Can It Be Taught?

   a. To what extent is successful teaching of the disadvantaged a function of the teacher's personal qualities and to what extent can teaching styles and skills be taught by one person to another?

   b. How can prospective teachers learn the process of disciplining in classes of the disadvantaged?

   c. How can the prospective teacher learn to tap the motivations of disadvantaged youth for the purpose of teaching them? Are there conflicts between the motivations of the prospective teacher from the middle-class and the motivations of disadvantaged youth? If so, how can teachers learn to resolve these conflicts?

6. The Prospective Teacher and Curriculum for the Disadvantaged

    a. How can teachers be trained to design curricula as well as to implement it?

    b. How can book-oriented prospective teachers be trained to design and implement curricula for disadvantaged youth that is physically active and job-world oriented?

7. Joint Responsibility of Colleges of Education with Academicians, School Systems, and the Community for the Preparation and Continuing Education of Teachers

    a. Joint Responsibility of Colleges of Education with Academicians:

        (1) Should an intra-university program for training teachers of the disadvantaged be developed?

        (2) How can the academicians contribute to the development of relevant curricula for the disadvantaged?

    b. Joint Responsibility of Colleges of Education with School Systems:

        (1) Should the colleges of education have joint responsibility with the school systems for the development of curricula; i.e., through research?

        (2) Should professors of education and academic specialists have the actual experience of teaching in classes of the disadvantaged?

        (3) Should teachers with supervisory skill be released part-time to supervise student teachers?

        (4) Should teachers and other school personnel with college teaching skill be released part-time to teach in the colleges of education?

        (5) How can colleges of education involve the "decision-makers" of the school systems in their planning and activities?

    c. Joint Responsibility of Colleges of Education with the Community:

        (1) Should teacher training programs for the disadvantaged be structured to use the resources of the families of the community of the disadvantaged in the planning, implementation, and goal setting of the education of their children?

(2) Should teacher training programs take advantage of the resources of community leaders and agencies that are already working with the disadvantaged? How can joint action between these people and the colleges of education be initiated?

(3) How can teachers be trained for the role of "change agent" in the community?

8. The Role of Research

   a. How can the process of training teachers to teach the disadvantaged become diagnostic and research oriented?

   b. How can prospective teachers be trained to become diagnosticians and researchers?

   c. Can the process of research help to provide the purposefulness and inter-group involvement that is necessary in training teachers to teach disadvantaged youth and in working with the disadvantaged community?

9. "Image" and Group Identity

   a. How can teacher training programs for prospective teachers of the disadvantaged develop a sense of identity, meaningful purpose, and positive recognition among the professional educators and the prospective teachers?

   b. How can programs for training teachers of the disadvantaged help to reduce the stigma that is created by labeling people generally "disadvantaged"?

Part II

Appalachia Area Project

A. The Appalachia Cooperative Program in Teacher Education

The Appalachia Educational Laboratory accepted the responsibility for development of the component of the Inter-Institutional Project for the area which it serves. The effort was to continue from January 17, 1967, through June 30, 1967, and was launched on January 17 in the office of the Laboratory in Charleston, West Virginia. Among the participants at this conference were public school staff members, personnel from several colleges, staff members from the West Virginia State Department of Education, and members of the Laboratory staff. The conference began with the reading of a brief paper which was prepared to acquaint the participants with some of the issues and challenges.

B. Issues and Challenges

Robert B. Hayes
Dean of Teachers College
Marshall University

Among the materials provided for you this morning is a five-page paper with the title Some Issues Relevant to the Preparation of Teachers of the Disadvantaged. It would be more than presumptuous for me in the few minutes in which I must limit my remarks to try to enlarge upon what has been done so well or to give more than a cursory review of what has been written. However, I believe it essential to set the stage for our discussion and possible decisions by focusing our attention upon some of the issues and a number of the challenges which confront us.

For as long as I have been in the teaching profession I have heard this argument tossed back and forth. "What is taught to teachers in preservice preparation programs shows a lack of cognizance on the part of college professors, the teacher of teachers, to what are the real tasks of the teacher." Practitioners, including administrators and teachers, have repeated over and over the statement that teachers coming out of our institutions are not ready to face a class of pupils and that many fail as teachers or merely limp along because of poor preparation. (It was in this tone that I heard a classroom teacher ask a college professor just last week, "How long has it been since you were in a classroom?")

On the other hand colleges are quick to charge that public school administrators are experts at mismanagement of personnel and that by inappropriate assignment or lack of supervisory support the neophyte is thrown to the "wolves." Who is correct? Do you know? Maybe in part both accusations are valid. But if we can substantiate either side of the issue, it is obvious that we are derelict in duty if we fail to seek and to face the truth now. (James 4:17 "Therefore to him that knoweth to do good, and doeth it not, to him it is sin.")

What has been stated concerning the undergraduate program for teachers has also been identified as a deficiency of graduate work for them. At this level of preparation, the results of programs of preparation are not as evident in the classroom because by utilizing experience the teacher can cause us not to see the failures. However, the inadequacies in graduate programs may be far more offensive than those of the preservice curricula. The teachers and administrators who seek this level of preparation should be providing leadership in curriculum and teaching technique innovations, but too often because of the lack of quality (content or appropriateness) and challenge in graduate courses they will remain professionally inert.

What I have been saying to you has been noted about teacher education in West Virginia and probably in the other forty-nine states. These statements are being made today but they have been repeated for longer than any of us should be willing to admit. It is my firm conviction, however, that we have arrived at a point in time and in our public educational system that this issue is so glaring that we must give our attention to it now. (The ESEA has had a weighted impact upon this problem. When Federal money became available we found that the profession lacked sufficient new ideas and that it lacked skills to implement the ones it had.)

We must seek answers to such questions as:

1. Why do teachers not desire to teach in schools which have predominate numbers of "disadvantaged pupils"?
2. Why is there such a gap between theory and practice in teaching?
3. Why are schools reluctant to permit innovations and experimentation?
4. How can we build status into teaching in the schools identified in the first question?

These and many other questions need to be isolated, analyzed, and answered.

We need also to know more about the imperatives in the preparation of school personnel. Questions such as the following require our attention.

1. Where do we begin to build positive attitudes toward teaching disadvantaged pupils?

2. What are the needs, academic and practical, of teachers which should be met in undergraduate curricula? In graduate curricula?

3. What should teachers know about pupil needs? Pupil individuality?

4. What kinds of experiences should teachers have before being assigned the responsibility for a class?

5. What courses are most valuable for teachers?

To answer these questions we must get involved in still others.

1. Who should determine the curricula for teachers?

2. Are the present experiences provided in student teaching the ones which will contribute most to the education of one who is to teach the disadvantaged?

3. How can professional curricula be kept relevant? Is the removal of the "teacher of teachers" from the public school classroom a factor here?

4. How can the prospective teacher be introduced to the total community as it impinges upon the life of the child? What does the teacher need to know about non-school agencies?

5. How can the role of research be enhanced in public education? (The Appalachia Educational Laboratory will have much interest in your answer to this question.)

6. Who is responsible for initiating change in teacher preparation?

We have asked many questions, but as you can quickly point out, there are many others. These questions that have been asked are important ones, I believe, and they are ones for which I do not have the answers. In some cases it may appear that an answer may be known generally but we must seek an answer for this place in which we live. Through the study toward which our activities thus far have been directed it would sound to the uninitiated that we are seeking to revolutionize.

This is not our aim. We seek first of all to know, to sensitize ourselves and others, concerning the needs of teachers. If we are successful at this we may lead ourselves and others to consider--and we are even so bold as to hope that we might bring about--some needed reform.

Without your full cooperation and support we would be ahead to terminate the study at this point. But even more, we need your fullest confidence. Our goal is not to evaluate a program, county or college, but we must look and we must inquire if we are to know what can be done to improve the education of teachers. It is our hope that the acquisition of this information will improve both the preparation of the teacher inservice and that of the future graduate of our institutions.

In conclusion, let me restate the primary objective of our work. "The major interest of the National Institute is with the development of concern for and sensitivity toward the disadvantaged segment of our population on the part of those persons who have continuing responsibilities in the preparation of teachers."

To bring this about we seek to bring together administrator and teacher, public school and college personnel, academician and professional educator, educator and non-educator, parent and teacher. We must all open our eyes and ears, but even more important, we must open our minds to the realities of our times.

C. Project Objectives

It was decided at the initial conference that the effort in Appalachia would be devoted to bringing together public school teachers and administrators, other individuals in local communities who were involved with disadvantaged pupils and their families, and college staff members for an exchange of ideas concerning the education of pupils from families with environmental factors which produced learning difficulties. The objectives upon which the Appalachia portion of the Inter-Institutional Development Project was to focus were listed in the opening session of the Steering Committee.

1. To identify the basic issues and problems in educating teachers of the disadvantaged.
2. To develop the foundations for a continuing intra- and inter-institutional dialogue among persons who are concerned with the preparation of teachers of the disadvantaged.
3. To provide opportunities for inservice development of teachers and teachers of teachers.
4. To recommend next steps in the preparation of teachers for teaching disadvantaged pupils.

It was decided that three conferences would be conducted in each of the four public school systems which were to be involved. The counties were named because of a large involvement in programs for disadvantaged pupils and because their locations made it possible to include many college instructors with a minimum of travel. The aims of each conference were arranged to permit a full coverage of the project objectives and to permit each individual conference to give attention to a specific topic.

The description of the program of the project as contained in the proposal sent to the National NDEA Institute is contained in the following four paragraphs.

D. Program for the Project

The basic part of the program will be three conferences to be held in each of four selected centers in West Virginia. The centers are Charleston, Clarksburg, Logan and Parkersburg. The conferences will provide an opportunity for persons with varied backgrounds and assignments to discuss topics vital to the provision of improved educational opportunities for the disadvantaged. The following types of conference topics and procedures are planned:

Conference A - The Disadvantaged Pupil

As the title indicates, it is expected that the participants will focus their attention upon identification of the disadvantaged pupil with the aim of creating better understanding of the pupil, his problems and his educational needs. By bringing together individuals who see the pupil in both school and non-school activities it is hoped that the understanding of each will be broadened and that the college staff member in particular will have an opportunity to touch upon information not available from other sources.

Conference B - The School Program

This session will be devoted to two approaches of viewing the school program. One approach will be aimed at an inquiry into the local school experiences provided for disadvantaged pupils while the other approach will provide for a study of successful innovations in educational programs for the disadvantaged. Selected programs will be described in detail for the group through the printed page and as introductory materials for the conferences.

Conference C - Teacher Preparation

The first two conferences are planned as sequential steps leading to the final conference. It is intended that the final conference will channel the thinking of the groups into a consideration of present teacher preparation assets and inadequacies with positive suggestions for improvement. By bringing both practitioner and the "teacher of teachers" together it would be expected that the two phases of teacher education, the preservice and inservice, will be discussed and subjected to change.

Part III

The Disadvantaged Pupil

A. Conference Objectives

1. To view the types of educational deprivation
2. To identify and discuss the causes of educational deprivation

B. Conference Program

Conference A began with a presentation of background material. The information presented included papers prepared by Dr. O. Norman Simpkins and Dr. Nathan L. Gerrard. Small group discussions followed the initial general session and the conference was closed by a general question and discussion period.

A Cultural Approach to the "Disadvantaged"

O. Norman Simpkins
Professor of Sociology
Marshall University

It seems to be a law of life that as public awareness of the existence of a social problem develops there begins a search for a name for the class of phenomena held to be the problem. The two--the development of awareness and the search for a label--occur simultaneously. At first as the problem is in the process of definition, there is no standard label accepted by all concerned. As the problem becomes more definitely and precisely defined, there is usually a succession of terms used in the attempt to name the problem. Often different terms are used by different groups or interests concerned with the problem. By the time the public has more or less arrived at a fairly definite conception of what the social problem is, it has usually also settled on a name for the problem. This pattern of events is familiar to any social scientists and if this were all there were to it, it would be of no more than passing interest to be noted and forgotten.

But this is not the whole story for inevitably the label finally evolved then comes to be treated as a shorthand definition of the problem itself. Whether the label finally "chosen" comes from the every day language or is taken from the technical vocabulary of some discipline, it either carries with it or develops connotations of its own which inevitably color any attempts to solve the problem since the action prescribed to solve the problem depends to a great extent on the definition of the problem.

Here is where much of the difficulty lies and whether the name by which the social problem comes to be known carries hidden connotations or whether hidden assumptions led to the choice of the name in the first place is of little or no consequence since either leads to the same result --a narrowing of the possible actions that can or are taken to solve the problem.

This whole pattern of development can be seen fairly clearly in the increasing awareness, both by the public and official agencies, of the continued existence of wide-spread poverty in this country during the last six or seven years. Although poverty has always been with us, the optimistic outlook which developed in the post-war years had led us to assume that poverty was virtually on the way to extinction. The sudden awakening about 1960 that far from disappearing poverty was actually increasing was almost as great a shock as the first Sputnik.

Inevitably as the evidence began to mount, the descriptions and analyses began to increase, the search for the proper label began. Such terms as the poor, the lower class, the underprivileged, the culturally deprived, the educationally deprived, and the disadvantaged, were used, and are still being used, by different interests, often simultaneously and interchangeably in attempts to come to grips with the problem of poverty in an affluent society and what to do about it. Each of the terms used had its advantages and disadvantages and each carried its own hidden connotations and value assumptions. Since some of these terms, e.g., lower class and culturally deprived, have technical meanings in sociology, such interchangeable usages have led to a confounding of terms and thereby a beclouding of the issue.

Recently the term "disadvantaged" has come to be increasingly used, especially by those concerned with the problems associated with the education of the children of the poor, the lower class, the culturally deprived, or whatever term comes to be used for that sector of our population that does not share in the affluent society to any extent. Let us look at the term "disadvantaged" briefly: First of all, it is one-half of a dochotomous concept, the other half being the non-disadvantaged or rather the advantaged. This concept can be used in many ways both in the popular language and as a technical concept in any number of disciplines. In order to understand its use in a specific situation, the characteristics of the situation must be either understood or described. It is obvious in the way it is used in education that those who use it to refer to the children of the poor are not and do not consider themselves to be in the category of the disadvantaged. Consequently, it is the characteristics of and the hidden value assumptions of the advantaged, who use the term "disadvantaged," that we must look into to see how the use of the term colors what is done or proposed to be done in trying to solve the problem of educating the "disadvantaged." Not only must we look at the educators themselves but we must look at the social mechanism through which they operate, i.e., the school system.

The American School System and Its Educators

The school system, whether public or private, in America is predominantly a middle-class oriented institution. It not only teaches middle-class values and ideals but it operates in a middle-class fashion and uses middle-class methods in performing its role in American society. This is inevitable since the official ideology of America is a middle-class ideology and the school system is an institutionalized arm of that society. One would not expect things to be otherwise, nor would any responsible person wish to change its focus. For over 100 years, the public school system has been one of the greatest integrating forces in American society in spite of its tremendous variety, the single task of Americanizing the children of the great waves of immigrants is one of the successes of which the school system can be proud.

The educators who staff the school system are themselves largely middle-class or have adopted middle-class values. Being a product of the system this is to be expected.

Since education is increasingly today the major road to social advancement and success in American society, one could reasonably expect that the successes with the immigrants' children would be repeated with the education of the poor--the "disadvantaged." This, however, is not happening. By and large the public school system and its methods have not made much headway in educating the disadvantaged. Though there have been scattered, piecemeal successes the school system as a whole has failed in this area.

The Problem

Where, then, does the problem lie? There are several possible sources of failure. First, the contemporary problem may be so new that the system has not had time to develop adequate procedures and techniques. Given time these will come. Second, the problem may not lie in the school system as such but somewhere in the larger society outside the system. There is something to be said for this aspect of the overall problem. Third, the problem may lie in the professional training of the personnel staffing in the school system. As it is now, educators draw much of their assumptions, theory, and methods from individual psychology and make relatively little use of the findings of contemporary sociology and anthropology. This together with the individualistic and classless orientation of American society itself leads to some unwarranted assumptions as to where the difficulties are in educating the "disadvantaged." This coupled with the hidden connotations of the term "disadvantaged" may be leading to failure to utilize all the possibilities for attacking the problem. The result is an overemphasis on techniques and of understanding the individual "disadvantaged" child that ignore the influence on his behavior of the social and cultural environment from which he comes. The very use of the term "disadvantaged" implies that the individual child lacks something that the "advantaged" child does not. This can be seen clearly in the way such terms as "lack of motivation to succeed in the academic situation" are actually used and the consequences of the attitudes engendered by the use of such terms. One very frequent attitude found among teachers is to confuse and confound the "disadvantaged" with the retarded to the detriment of everyone concerned.

Some Alternate Possibilities

If the individualistic approach to defining the problem and thus guiding the procedures utilized do not work very well, what are the other possibilities that should be explored? There are actually several though two alternate approaches appear to offer the greatest potential for effectively coping with the problem. One of these is the social class approach which derives from the discipline of sociology. Although the "disadvantaged" are almost entirely from the lower classes, the American equalitarian ideology makes many people uncomfortable in treating phenomena in class terms. The other approach stems from anthropology and might be termed the cultural approach; the term culture being defined as in anthropology rather than as used in the humanities. The anthropologist defines culture as "the total way of life" of a population organized as a social system and does not restrict the term to mean only the fine arts. These two approaches complement each other as they complement the individual psychological approach also. Unfortunately few teachers have either social stratification or anthropology as part of their formal training.

The Culture of the Disadvantaged in Appalachia

Since before the dawn of history man has acted on the common sense assumption that individuals from different cultural backgrounds act differently, think differently, have different value systems, are motivated by different things, and see the world in different terms. Modern cultural anthropologists corroborate this common sense assumption in every detail. In addition, the culture concept as used by the anthropologist gives us a neutral base for comparing and understanding human behavior in its many cultural variations. This neutral frame-of-reference is necessary since all individuals are themselves culture-bound and tend to act and think to a great extent congruent to the particular culture they possess. If the cultural approach to the "disadvantaged" of Appalachia has any validity it must be shown that there is a significant difference between the culture of the advantaged and that of the disadvantaged.

The cultural background of most of the disadvantaged in Appalachia is a rural one. Even the majority of the disadvantaged found in the urban areas of West Virginia are only one and, at most, two generations removed from the small patch-farming hill culture of the Appalachians. This hill culture is a distinctive cultural tradition which can be traced back to the English-speaking mixture of Celts arising in Ulster, the English frontier in Ireland, and the lowland Scots, really Scots-Irish, who, in the early days of settlement, filled up the hillsides, coves, and valleys of Appalachia beyond the English towns of the Piedmont with a few cows, a bag of corn in a New World recreation of the same Celtic dispersed-farm-cattle-and-kitchen-garden patch farming that to this day is distinctive of the Irish small farms and the Scots crofts.

The cultural ancestors of this hill culture came into the Appalachian mountains singly and by families and cleared fields out of the forested hillsides and developed their neighborhoods and communities centered around the crossroads and forks where their schools, churches, stores, and mills were scattered haphazardly in the open countryside in what is known as the dispersed farm, open country settlement pattern so characteristic of the Appalachians while it was America's frontier. The communities had no single center such as the town dwelling Englishmen had developed in New England, but was instead a haphazard criss-crossing network of roads up the valleys across the ridges and down into the hollows. Each family living on its own hillside farm in a subsistence pattern in which almost everything needed was "home-made," virtually independent from the towns except for those few items that could not be made or improvised. The major social organizations of the communities were the kin-based family outfits and throughout the region relationships with neighbors and others were determined by the principle that "blood is thicker than water." This is the older and original type of community in Appalachia and the culture developed here still colors the culture of contemporary Appalachia even though industrial towns in the North and mining towns in the South were later introduced. Let us look briefly at the type of culture this was that developed in the isolated hill settlements especially as it affects the behavior and "way of life" of so many of the families from which so many of the disadvantaged children come.

Their technology has been that of the subsistence farmer to whom hard physical work was just part of life for both men and women. Because of the spatial isolation, attitudes and beliefs of independence, self-reliance, and individualism were dominant. The very motto of the state reflects this feeling of freedom and independence. Even within the kinship network, there was this sometimes excessively self-centered individualism. Even today, this trait can be seen in the tendency to quit a job in a "huff" over some minor disagreement with supervisors or co-workers and in the inability to go along with the group in trying to solve some community problem. To refuse to compromise or cooperate if the group decision does not suit one, can be found from the quarrels with neighbors on up to the state legislature of today. This precedence of personal interests, whims, and feelings is one of the most striking characteristics of the area. Correlated with this trait also is a sometimes extreme suspiciousness of strangers and outsiders who do not belong to the local group. So also is the characteristic of refusing to recognize expert opinion since one man and his ideas are just as good as another's.

Leadership in Appalachia is ideally in the hands of elders and the young are distrusted in positions of leadership. Leader-followership is very personal if it is to be effective and the ideal leader is one who has a great deal of charisma rather than one who is qualified in terms of knowledge and skills. Coupled with this trait is a leveling tendency in which no man can rise very far above his fellows at the risk of alienating himself from the group. This means that even the leaders should ideally act as though he were just as common as any of his followers. This tends to discourage any kind of initiative in which others are intimately involved. The everyday language of the area is rich in expressions which are used by means of gossip and ridicule to lower the esteem and status of one who appears to be "getting too big for his breeches."

Existence is a day-to-day affair with each day having to be lived one day at a time and where the traditional and familiar is safer than the new and the strange. This is a characteristic found throughout the world among people who live at the subsistence level which has been the pattern in the mountains for over 200 years. This attitude leads to a fatalistic acceptance of what fate brings and a rejection of object goals in the daily life of individuals and families. It is sometimes said of the people of Appalachia that they do not make plans. This is not correct; they do make plans, sometimes quite grandiose and unrealistic plans. What they do not do is to make schedules and work toward carrying out the schedule.

The people of Appalachia operate best in small group interaction where inter-personal interaction is personal and face-to-face with people who are known. They are uncomfortable in formal interaction situations especially where there is appreciable status differences among the persons interacting. They fear, distrust and are antagonistic to authority in formal situations. Closely related to this trait is a distrust of the well-educated and an ambivalence toward education unless it is immediately practical. This trait seems to be related to their fear and distrust of any person who is in a position of power or authority unless he is one of them. Thus any person occupying a role carrying authority is seen as a threat whether he be a policeman, sheriff, social worker, or teacher makes little difference. They, themselves, are not status seekers.

The family in Appalachia is an adult-centered family in which there is a sharp sex role separation. The male is dominant in the family structure with the female role sometimes taking on some aspects of being a martyr. With few shared family activities, emotional ties are extremely important in holding the family together. Oddly enough children who are highly valued are handled more permissively than would be expected considering the somewhat authoritarian structure of the family.

Children from the above cultural background tend to reflect their elders since it is from the family and neighborhood that they get their values. It is the only world they know. It is small wonder that many such children have difficulties when they enter the formal school situation which today in Appalachia is increasingly formal and bureaucratic especially with the push toward consolidation that has been going on since World War II. Many of the cultural characteristics and traits of Appalachia are seen as lower class traits, in relation to the urbanized middle-class oriented society, once the individual from Appalachia gets out of his home neighborhood. Children from this cultural background are likely to be misunderstood in the urban school situation by the middle-class oriented teacher who, not being aware of the culture concept, misinterprets cultural differences for class differences toward which she herself is usually ambivalent.

There is no quick and easy answer to the problem. Clearly the individual psychologically oriented approach is not sufficient. To add training in sociology and anthropology for the teacher is adding more to an already overloaded curriculum. If it were possible to change teacher education, it would not affect those teachers who are already trained and have already developed their own self-image of what a good teacher is and does based, of course, on the way they were trained. Their personality, world view, and self-image have already been developed and the addition of a course or two in the behavioral sciences will have little effect. Anyway, it is not realistic to expect a teacher to become a psychologist, a sociologist, and an anthropologist as well as a good teacher.

Disadvantaged Youth

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Styles of Life

When we think of "disadvantaged" or "underprivileged" or "deprived" youth, there is a tendency to think primarily in economic terms. We tend to think of the nine million white and the six million non-white children under the age of 18 who live in families with an annual income of less than $3,000 a year. Although all of these children come from "poor" families according to the standards of an affluent America, it would be very misleading to view the "poor" as a single homogeneous sociological group. There are as many different styles of life among the poor as there are among the affluent. We must try to differentiate between types of poor people if we are to understand their behavior and the social conditions of their existence, and develop effective social policies.

In this paper, an effort will be made to single out two types of poor people according to the extent they conform to the middle-class values of thrift, self-improvement, hard work and morality. Failure to abide by these values in a modern industrialized America results in irregular employment, dependence on public assistance, and the failure to break out of the circle of poverty - and begins with the parents' failure to prepare the pre-school child for the long climb up the educational ladder.

I shall call the first type of poor the upwardly mobile poor, and the second type the stationary poor. You will understand that most families do not fit precisely into one or the other category, but have characteristics of both. For purposes of our analysis, however, let us assume at the beginning that there are only two distinct types of poor people.

The Upwardly Mobile Poor

Among the upwardly mobile poor, the family is intact. The heads of the family are regularly employed at tedious and backbreaking jobs as laborers, service workers, and farmers. They have little hope for advancement. When the women work, it is at unskilled or semi-skilled jobs in food stores, restaurants, hotels, hospitals, and the like. The prospect of welfare assistance is looked upon with repugnance by these families; they feel humiliated when severe illness or accidents force them to accept aid.

The mother, usually a little better educated than the father, prepares the young child for school by teaching him to recognize the letters of the alphabet, to tell time, to count. She may buy him crayons, paper, and blocks. The father, acutely aware that his own upward strivings have been blocked by his meager education, advises the older children to postpone marriage, and encourages them to finish high school.

The homes in which our upwardly mobile poor live are well-scrubbed and neat, clothes are clean even when patched, and the family income is carefully budgeted. The family raises its standard of living by spending many hours doing work in the home for which the middle-class hires specialists: making clothes, curtains, slip covers, repairing automobiles, painting, plumbing.

Although far more time is spent in viewing television or listening to the radio than in reading, families may get a daily newspaper, and may even subscribe to a magazine such as _Life_ or _Reader's Digest_. The home usually has a few books.

Family savings are small, and are used periodically to pay for emergencies, or the down-payment on consumer goods such as a new washing machine.

The family has a certain amount of economic security, although it is plagued with fear of unexpected medical bills or car breakdown which might take its entire savings. Even when the parents are somewhat satisfied, the older children may be dissatisfied with their standard of living.

Parents of the upwardly mobile poor attend church almost as regularly as the middle-classes. Children are taught to respect their elders, especially those in authority, such as teachers, and their activities and associates outside the home tend to be supervised, particularly in urban areas.

Although parents believe that their marriage has been a good one because of the cooperation and mutual interest they have maintained throughout the years, they expect their children to enjoy a better life, to have a higher standard of living and a higher social position.

While only a minority of the boys and girls from these families who graduate from high school enter college (the figure is even less for rural areas), a considerable number of girls enter business schools, nursing programs, and one-or two-year technicians' training courses. Many young men enter schools for drafting, television repair, air-conditioning and other technical pursuits associated with direct training for a position in industry. Almost everywhere in West Virginia this means leaving home, even leaving the state.

We have called these poor people upwardly mobile because while not many of the parents, particularly those over 40, will manage to move out of the ranks of the poor, their children probably will.

The Stationary Poor

This is the second group among the poor, the group whose children present the greatest challenge to the public school system.

Unemployment and Underemployment. Working adults in these families are mostly unskilled. Their jobs tend to be seasonal or cyclical so that there are long periods of unemployment and underemployment. There are periods of hard times, and over the years the family income has to be supplemented by various kinds of welfare payments. Many of these families have been receiving public assistance through two or three generations. It is extremely difficult to save money even for necessities on their low, irregular incomes; getting cash involves a constant struggle. Frequently the family does not know where the next meal is coming from. Food is bought whenever anyone has cash or food stamps, but during most of the month purchases are made only for one day ahead.

The ceaseless struggle to make ends meet, to take care of the barest necessities, tends to demoralize these families. Parents want the same things for themselves and their children as the more fortunate segments of society, but they have become cynical and fatalistic about their chances of realizing their goals. The result is a feeling of basic worthlessness and its accompanying poverty of the socialized emotions manifest in squalor, reckless hedonism, apathy and crime.

Squalor. The most pervasive and most conspicuous manifestation of demoralization (the loss of the persistent will to achieve one's life goals) is squalor - the failure to make the most of the little one has. "Home" is frequently a set of rooms overcrowded with a shifting group of relatives and friends. Dirty dishes in the sink, unrepaired, tattered, broken furniture and household furnishings, dank and foul air, litter in the rooms and in the halls of the apartment or around the shack, bugs and sometimes rats, many children in one bed, poor heating and inadequate and unsanitary facilities, all characterize the living arrangements. Care of one's own things and respect for the possessions of others can hardly be developed in such surroundings.

These conditions foster fatigue and irritability; family members are prone to respiratory and communicable diseases. All this is bound to have a harmful effect on a child's study habits, on his attitude toward sex, and on parents' ability to give the child individual attention. The child does not linger in such a home. It is not a place to bring friends. It is not a haven where family members can bring their problems and receive understanding and reassurance. No wonder under these conditions the child spends as little time as possible at home, making parental control and supervision difficult.

The squalor in rural slums is almost as bad as that found in big city tenements. Roads leading to the houses are not paved, and may be impassable a good part of the year. Rural homes may be small, irregular combinations of clapboard, tarpaper, used brick and cement blocks put together from salvaged material. A recent study by the Appalachian Center at West Virginia University reveals that of 600,000 homes in West Virginia, 192,000 are in deteriorated or dilapidated condition. Ten thousand "homes" have only one room, and 160,000 have no indoor toilet facilities. The stationary poor live in the worst of these houses.

Reckless Hedonism. Also quite common among the stationary poor is reckless hedonism, the conviction of those leading insecure, unpredictable lives that a pleasure postponed is a pleasure forever lost. A commonly encountered view is: "I'm going to live today. Who cares about tomorrow?" In order to achieve the stimulation associated with delusions of grandeur and feelings of omnipotence, there is heavy drinking and, in the big cities, the taking of drugs. Common-law marriages are frequent; there are more illegitimate than legitimate births in many of these family units. For young girls, motherhood - with or without marriage - may mean economic independence. "I don't have to listen to you!" one pregnant girl of fourteen, herself illegitimate, screamed at her mother. "I'll have my own welfare check soon!"

Other manifestations of reckless hedonism are incest, spur-of-the-moment purchases of luxuries when money is needed for necessities, desertion by the father when family obligations interfere with his pleasures, absenteeism or quitting of jobs in order to drink at a tavern, or to watch a ball game on television, or in rural areas, to go hunting or fishing. The child growing up in such a home lives from day to day, even hour to hour, with little thought of his future as an adult.

Apathy. The most demoralized members of the stationary poor are those older persons who have discovered that reckless hedonism inevitably brings consequences too painful to bear, and who feel that their only alternative is to search for apathy, a state of mind which while devoid of pleasure is also devoid of pain. The quest for apathy is manifest not only in the soporfic types of alcoholism and drug addiction but also in the very high rates of the type of psychosis loosely called schizophrenia which apathy and withdrawal of affect from the external world are central.

The superintendent of one mental hospital in West Virginia reports an apathy among patients there which she believes has not been seen elsewhere in the country since the earliest depression days of the 1930's. Particularly among the stationary poor, this apathy is widespread, accentuated by a chronic loss of self-esteem: people feel they are so worthless they don't have a right to complain.

A few years ago a public spirited group of Kanawha County physicians gave physical and psychiatric examinations to 329 welfare clients listed as totally disabled. They found no cases of conscious malingering, but strong unconscious feelings of inferiority and guilt resulting in depressive apathy and serious physical ailments. The results of their findings were summed up in the graphic phrase: "Idleness Is A Disease." The quest for apathy is to be found in its most extreme form, of course, in the quest for final oblivion, in suicide. Suicide rates are highest in the bottom segment. West Virginians have a higher rate of suicide than the national average, a sobering statistic.

Crime. Perhaps the most spirited among those who were born in stationary poor families are the criminals who, feeling that the world is a jungle, no longer care to win the approval of "phony" conventional society, and are convinced that the only way to achieve self-esteem is by winning the esteem of others like themselves. The most able of them manage in the larger cities to organize highly profitable rackets (gambling, selling illicit liquor and drugs, prostitution, etc.) The less able and the younger, blocked by the lack of opportunity to profit from their Darwinian philosophy of life, go in for senseless violence: gang rumbles, rape and murder, tragically exemplified by the assassination of perhaps the most moderate and even-tempered of American presidents by the brooding failure, Lee Harvey Oswald. In rural areas there is much idle time spent wandering up and down the roads, but physical violence is most frequently directed against members of one's own family and friends, and seldom is brought to the attention of the police unless it involves murder. There is a suspicion that some deaths recorded as hunting accidents are, in reality, either murder or suicide.

West Virginia's crime rate is substantially lower than the national average, but part of this undoubtedly is due to the small number of urban areas where police patrols normally work. Offenses which would be reported in the city go undetected or unreported in rural areas. However, when country boys go to the city to look for work or for entertainment, they may drift into trouble, serious trouble.

Pre-School Child and the Family. The pre-school child is poorly prepared intellectually, socially and emotionally to meet the demands of the middle-class culture of the school. He is poorly prepared intellectually because his semi-literate mother is not able to help him. In her communication with him she expresses herself by gestures, grunts, or at best with sentences that are short, simple, and often incomplete. The absence of a father (for many of these children are illegitimate, or are reared in families which have been broken by death, divorce, desertion or separation) further tends to restrict the child's vocabulary and his understanding of the world beyond the doors of his home. The child may never have gone past his immediate neighborhood, and probably has not visited even the best-known landmarks in his own community. His whole style of life is reflected in his vocabulary, which often consists of fewer than 200 words, some pronounced in ways incomprehensible to the outsider. The child starts school with deficiencies so serious that even the most elementary Readiness books are much too advanced.

Teachers in some Head Start classes spend several weeks telling the child the words for simple objects such as chair, table, dress, trousers, plate, and fork. Many children hear objects correctly identified by name for the first time in a Head Start or first grade class.

Emotionally, too, the small child from the family of the stationary poor is not prepared for school. Already taught by older siblings and neighbors to hate or fear school, and accustomed to a good deal of freedom of movement, he finds the classroom impossibly restrictive. The problem is compounded because his parents have taught him to look upon school not primarily as a place of learning, but as an institution where he must keep out of trouble with teachers and peers.

Socially, the child feels inadequately prepared to handle middle-class situations, and may feel rejected by classmates for his "stationary poor" appearance and behavior. When he attends a consolidated or multi-class school, his teacher and classmates identify him from the first day as belonging to the lowest social class, although they may not attach a label to their identification.

In short, these children come to school with nothing like the skills, the experience, the expectations and the confidence that five- and six-year old middle-class children ordinarily possess.

The Older Child Rebels Against School. Many parents among the stationary poor have relatively little appreciation of family training which is not directly tied to the production of immediate economic values. We have seen that they have neither the ability nor the willingness to equip their children with the intellectual and social skills that win status in schools staffed by the middle-class surrogates of the larger society. Consequently, their children are burdened with strong inferiority feelings when they are called upon to compare with children of middle-class parents or with children of the upwardly mobile poor who employ middle-class methods of child rearing.

Moreover, stationary poor parents rear children who grow up feeling that social authorities are hostile or indifferent to their welfare. In part, the distrust of social authority is a direct reflection of the parents' own suspicion toward police, clergy, teachers, doctors, public officials, health nurses, and social workers. The parents express their resentments freely in the home. Their children are quick to take over their attitudes.

More importantly, however, this generalized distrust of authority on the part of the older child is the direct product of experience within the family itself. Stationary poor parents frequently rear their children according to the mood and expediency of the moment rather than according to a system of social beliefs. Subject to the frustrations attending poverty, degraded social status, and other types of situational frustrations (broken homes, illness, etc.,) many parents tend to relieve emotional tensions by employing child-rearing practices which damage the emotional security of the child. They rationalize free use of the belt or fist as "good, old-fashioned discipline." Other parents are indifferent to the child as long as he keeps out of their way. They punish him severely when he disturbs them inside the home, but are indifferent to what he does outside until he involves them in conflict with the community. The child grows up with the feeling that not even his parents are to be trusted. In school his attitude toward authority frequently is paranoid; he is certain that his teachers and principal "are out to get him" and that children of higher class status are contemptuous of him.

He is likely to hide his humiliating failure in school by seeking out others like himself in order to receive group psychological support for open rebellion. He and his friends are quick to rationalize that school is "the bunk." They defy their teachers with obstreperous behavior, insolence and disobedience. Often the result is ceaseless conflict between teachers and such children; the tendency to resist school authority is thereby strengthened and justified. With no other source of recognition, such young people bolster their shaky self-esteem by living up to their reputations as wild and uncontrollable. Repeated truancy and perhaps delinquency are the result, and often exactly at the age of 16 they drop out of school permanently. Teachers and principal are not sorry to see them go.

Summary

We have seen two types of poor: first, the upwardly mobile poor, the second, the stationary poor. Most poor families have some of the characteristics of each of these types, but we are primarily concerned with those whose style of life would label them the stationary poor.

What chance has a child born into such a family to break out of the circle of poverty? Living in crowded, unsanitary quarters, poorly nourished and subject to frequent illnesses, given little preparation for the world outside his immediate neighborhood, he seems destined to fail. His semi-literate mother and his father - if he has one - struggle to support their large family on Welfare payments or on the wages from irregular, low-paying employment.

The six-year old now enters school. Although his parents may have some vague conception of the relationship between an education and a "good job," they have little expectation that he will advance very far, and they have neither time nor will nor skill to aid him. Most schools are incapable of making up to the child for the intellectual and social skills he did not develop at home.

The youth leaves school or is, in effect, pushed out at the age of 16, educationally, socially, vocationally, emotionally unprepared. He marries early - often his bride is already pregnant - and finds it difficult to find employment.

The circle of poverty remains unbroken.

C. Summary of Small Group Discussions

Question I: Does the Term "Disadvantaged" Refer to Children Who Are Different Because of the Lack of United States Middle-Class Cultural Virtues and Values?

A. Descriptive Statements About Disadvantaged

1. The concensus of one group was that a child who had a problem of any kind belonged in the disadvantaged category.
2. Low income families or poverty cases fit this category.
3. Children in middle-class whose fathers are away on business and mothers are too busy with outside activities to give needed attention to children are also in this category.
4. Pride, desire, and ambition are missing in children.
5. They are underachievers and lack status and respect.

B. Characteristics of Disadvantaged

1. Several discussion groups stated agreement with Dr. Gerrard.
2. Meager vocabulary leads to lack of communication.
3. They may appear to feel uncertain of who they are, what they look like, or how they fit into their world.
4. They may not have experienced any environment other than their own house or apartment.
5. They often have never before seen or worked with pencils, paper, crayons, scissors, puzzles, blocks or books and frequently do not know how to use them in play.
6. They often have difficulty with authority figures, making class discipline at first, incomprehensible to them.
7. They may be daydreamers, aggressive or apathetic, and unacceptable to their peer group.
8. Some have an inferiority complex.
9. Lack desire and motivation.
10. Family background of values or lack of values is transmitted by children to the school.

C. Causes of Being a Disadvantaged Child

1. Feels unwanted in the home and school.
2. Many are required to stay at home to care for younger children.
3. Lack home supervision.
4. No cultural stimulation in the home environment.
5. Family background will encourage or discourage an attempt to get out of disadvantaged class. Lack of virtues or standards to get out of the disadvantaged class may be due to culture of parents.
6. Malnutrition and poor environment are factors.
7. Lack opportunities.
8. Have a feeling of defeat.

9. Feel subdued because they are in wrong group.
10. Lack responsibility.
11. Suffer from an inferiority complex.
12. Lack objectives for obtaining success in school.

D. Types of Deprivation

1. Economic deprivation lessens opportunities for traveling, having own books and other reading materials.
2. Lack of achievement may cause behavior problems.
3. Large family may limit opportunities.
4. There is a difference between the city and rural child. Need to handle differently according to the locale.
5. Some children of wealthy parents are educationally deprived as shown through rebellious and other negative actions.
6. Educational level of the home may be low.
7. The emotional climate of the home may be insecure.
8. Lack of community educational and cultural advantages.
9. Many schools these children attend perpetuate their deprivation with crowded conditions, poor educational programs, insufficient materials, and inadequately prepared teachers.

Question II: What are the Social, Cultural, and Learning Assets of the Disadvantaged?

A. Social and Cultural Assets

1. Adept in analyzing people.
2. They are generally appreciative.
3. Sensitive to other people.
4. Their recreation includes church and funerals, visits to the store, and television.
5. They learn how to get something for nothing.
6. They are unselfish in sharing with and helping others.
7. They are often more independent in caring for themselves.
8. The family ties and relationships lend a type of emotional stability and security.

B. Learning Assets

1. Know the value of money.
2. Possess common sense.
3. Imaginative use of environment helps child relate to the group.
4. Interested in physical activity.
5. They are generally imaginative and creative.

Question III: What are the Social, Cultural, and Learning Liabilities of the Disadvantaged?

A. Social and Cultural

1. Distrust established order.
2. They are sometimes made to feel inferior.
3. Lack social acceptance
4. A certain amount of fatalism is shown.
5. Unsanitary conditions often prevail at home.
6. Many are from broken homes.
7. They wait for handouts and do not make the best use of what they have.
8. Apathy is present.
9. May be handicapped by geographical location of home.
10. Accept poor situation as a standard and become accustomed to it.
11. Too many people want to help them when they should be encouraged to help themselves.
12. They are sometimes timid because of the social and economic status of the family.
13. Lack appropriate dress.

B. Learning

1. Have a negative attitude toward school.
2. Response patterns differ from what teachers expect.
3. Do not trust adults.
4. Have difficulty adjusting to other children.
5. Poor nutrition hinders learning.
6. Lack varied experiences.
7. Aware of "difference" in the classroom.
8. Teachers are surprised and shocked at expressions that are a part of family living for some disadvantaged.
9. Many parents do not face up to situation where child needs help.
10. Lack exposure to materials and experiences of the average child.
11. They do not have the advantage of good magazines, toys, games, and other materials.
12. Child hears how things are said, but not what is said.
13. He is behind his peers in verbal skill and in many concepts, and he is at variance with his middle-class teachers and peers.

Question IV: How Do Those Who Are Classified As Disadvantaged See Their Social And Educational Needs, Ambitions, And Goals?

A. Social and Educational Needs

1. They are hungry for want of love and attention.
2. They sometimes feel it is more thrifty to refuse work and stay on relief.
3. Truly disadvantaged see themselves as useless and their lives as hopeless.

4. Many are proud and show a feeling of resentment toward help.
5. Most have a dismal view.

B. Ambitions and Goals

1. Many of these students do have distinct goals, but not all are willing to do things necessary to attain them.
2. They are not always aware of the sequence of achievements necessary to reach goals.
3. Sometimes their career goals are not realistic.
4. Want to get out of class they are in.
5. Fail to entertain long range goals.
6. Disadvantaged people are content with their situation.

Question V: What Problems Do Schools Have In Attempting To Identify And Provide For The Disadvantaged?

A. School versus Home

1. Fear of school is passed on to the child.
2. Maintain pride and refuse to acknowledge differences.
3. Unsure of how to deal with problems.
4. School personnel desire not to pressure or make child feel odd or different.
5. Teachers should focus on how parents can help.
6. There is often lack of encouragement, limited experience, and inadequate facilities for studying at home.
7. Parents may be on relief.
8. Need for adult education.
9. Parents will not give permission for child to attend special classes where the training would be an advantage for the child.
10. The school has the child only five or six hours a day; therefore, the home has the potential for greater influence.

B. Personal Attitudes

1. Fear people coming from the outside and do not want advice.
2. Shy away from social activities due to feelings of inadequacy or inferiority.
3. Possess a low level of aspiration.
4. There is a problem of pride with the necessity to preserve it.
5. Lack of motivation and are rejected by peers.
6. Tendency of non-participation and withdrawal in the classroom.
7. Many are waiting for age sixteen when they can drop out of school.

C. Communication Gap

1. There is a gap which must be bridged between the middle-class group we represent and the disadvantaged child.
2. Lack communication between teachers and the disadvantaged.
3. Parent-teacher conferences tend to have barriers such as language.
4. Need to teach standard American as second language rather than correcting their language or trying to change it.
5. Teachers must be flexible.
6. Some teachers may need to change their attitude toward the disadvantaged student.

D. Concern for Self Concept.

1. One of the causes of underachievement is the diversity of environment.
2. Methods of grouping need continuous study and evaluation.
3. The teacher must motivate the disadvantaged.
4. Classrooms must be child-centered not curriculum-centered.
5. Try more than one approach.
6. See that they have some of the same educational advantages of other children.
7. Teacher needs to know child beyond the classroom.
8. Time for home visits should be scheduled.
9. They need more love and affection.
10. Give children a concrete feeling of success.
11. Must treat them with respect.
12. Need to have enthusiasm with these children.
13. Teachers need to draw out from child's own culture.
14. Need to help them learn how to gain acceptance.
15. Must try to instill respect for his own culture.
16. Must get the disadvantaged to actually see the need for a change.
17. One of the major problems of the school is to help the child raise his own self image.

E. Career Planning

1. The curriculum is geared academically and often does not consider the job bound.
2. Need to revise curriculum for an earlier consideration of vocation.
3. Need to prepare for the opportunities that exist.
4. There is a need for more elementary and junior high school counseling.

F. Meeting Special Needs

1. There is a need for much remedial work in lower grades.
2. We need more readiness periods in the first grade so a large gap is not forced on these pupils.

3. These pupils need a whole year of kindergarten and not just eight weeks of Head Start.
4. We must offer a curriculum that gives the child an opportunity to express himself.
5. Need to begin with concepts known to the child.
6. Need to provide magazines and newspapers.
7. We must recognize the need to appeal to their interest and work on their level.
8. Need to prepare teachers to teach reading and listening skills.
9. Testing of the disadvantaged is open to serious controversy.
10. Tests may not fit the background of the disadvantaged child.
11. Since many children appear mentally retarded due to lack of cultural experiences, we need more than I. Q. tests.
12. Financial problems prohibit provision of adequate room, equipment, and specialists.

Question VI: Are There Special Problems Connected With The Disadvantaged in Appalachia?

A. Financial

1. Pockets of poverty are in hollows and small towns.
2. A problem seems to exist in rural areas concerning the exploitation of the disadvantaged person by small businessmen and others.
3. Limited job opportunities in Appalachia are a special concern. City dwellers have more opportunities and are closer to them.
4. There is not enough income to support the work of West Virginia schools.
5. There is a negative attitude toward education due to failure of levies.
6. Due to mechanization many of high ambition leave the area.
7. Unemployment is a way of life or only one parent works for the whole family.

B. Apathy

1. Do not easily give in to a change in their culture.
2. The people of Appalachia often have the attitude of doing when they get the notion.
3. There is a West Virginia attitude of despair and lack of motivation.
4. There is a feeling of satisfaction with the status quo.

C. Educational Limitations

1. The disadvantaged child finds out very early, possibly during the first week of school that he is disadvantaged and this is thought to cause him to rebel.

2. Appalachian children often distrust teachers.
3. Problems that plague a child in elementary school continue throughout his school career.
4. It seems that verbal communication is almost non-existant in the disadvantaged home.
5. Rural Appalachian children have very little understanding of religion other than their own.
6. It has been found that the rural Appalachian child is low in vocabulary and verbal ability.
7. There is a feeling of sectionalism in West Virginia with every section wanting to have its own system instead of working together.
8. There are many counties and the people are too scattered.
9. Heavy loads, poor conditions and low pay cause many teachers to leave the area.

Question VII: What Are The Factors Related to Family Life Which Tend to Develop Educational Disadvantages?

A. Parental Neglect

1. Disadvantaged children are often irresponsible because of examples set at home.
2. Children are born to parents who did not want or plan for them in the beginning.
3. Parents lack concern for child's progress.
4. Poverty sometimes leads to broken homes.
5. Medical neglect is prevalent.

B. Home - School Misunderstanding

1. We may be requiring the child to do things he can't possibly do because of his family background.
2. The disadvantaged child comes from a family that is very closely knit.
3. Parents have negative attitude toward school and hesitate to visit or come for a conference.
4. Parents are unaware of how they can help their children.
5. Children do not have the incentive to compete.

Question VIII: What Are The Factors Related to Family Life Which Tend to Eliminate Possible Educational Disadvantages?

A. Parental Aspirations

1. Many poor uneducated persons have a burning desire for their children to be educated. This is particularly true in communities of predominantly foreign born parents.
2. Father knows by working experience how hard it is to get a decent job without an education; therefore, he may show interest in child's education.

B. Family Unity

1. Strong family ties give a sense of security.
2. Slum life in Appalachia is far superior to slum life in big cities, thus preference to stay here.
3. Family is an intact unit with children learning from each other.

Question IX: How Have Schools Perpetuated Educational Disadvantages?

A. Attitudes of Personnel

1. Teachers or school systems have attitudes of non-acceptance.
2. Most teachers, being in the middle-class group, do not understand the problems of the disadvantaged youth.
3. Teachers are not always genuinely interested in helping them and disadvantaged children sense this.

B. Program Planning

1. The schools have perpetuated educational disadvantages by catering to the college bound students.
2. The economically advantaged have had better school buildings, equipment, and often better teachers.
3. The curriculum has offerings in which the disadvantaged cannot be successful.
4. Grouping has labeled disadvantaged children as slow or dumb, and pupils have trouble trying to get out of these groups.
5. Large classes and grading systems have perpetuated educational disadvantages.
6. The parent-teacher relationship does not always receive proper attention.
7. There are not enough special classes or special teachers.
8. Educational program is not geared to helping the disadvantaged succeed. They need more individual attention.
9. Disadvantaged students are not guided toward realistic goals.
10. Try to substitute spending of money for needed individual guidance.

Part IV

Educational Programs for the Disadvantaged Pupil

A. Conference Objectives

1. To view the means utilized to provide compensatory education
2. To identify problems related to the provision of compensatory education

B. Conference Program

The programs for Conference B varied somewhat in the centers. However, rather than attempting to include details of the program of each center the program from Kanawha County is presented as an example of this conference. The Summary of Small Group Sessions contains information gathered from the discussions held in all four centers.

Enrichment Through Family Involvement

Ora Poling
Supervisor of Elementary Schools
Kanawha County Schools

Are the culturally deprived parents interested in education?

Frank Riessman states in his book, THE CULTURALLY DEPRIVED CHILD, that when interviewees, culturally deprived parents, were asked, "What do you miss most in life that you would like your children to have?" over 50% of the whites and 70% of the Negroes said EDUCATION.

Parents from disadvantaged areas are eager to be in touch with their children's activities at school. The problem is how to reach them and how to induce them to put forth the extra effort to come to school.

They are not always friendly to the school. Many of them are the last generation's dropouts filled with fear of and resentment toward the school.

Kanawha County has taken some initial steps in trying to capitalize on the interest of the culturally and educationally deprived parents and to dissolve their fears and resentments toward the public schools. Four different approaches are briefly outlined here.

Parent Participation in Head Start Programs

The value a Head Start center can have for a child depends, to a great extent, on how much and how well his parents are involved in the program. Not only is it important for parents to see what can be done for their child, but also what the child can do for himself.

Parents are invited to participate in every phase of a center's operation, and what they can do falls into four major categories:

1. As members of planning groups,
2. As paid staff,
3. As volunteers and
4. As participants in parent educational programs.

Well-planned and continuous efforts involving parents serve to moderate or stop the kind of conflicts and misunderstandings which may arise when the parent knows and understands little about the Center, and feels and behaves defensively because of his lack of information.

Ward Saturday Program

A special Saturday morning program is in progress at the Ward School as an experiment for family involvement. This is one of a very few pilot programs initiated under Title I which involves the entire family. Careful evaluation to see what effect this family-oriented program has on the educational progress of the educationally deprived children is planned.

Activities are as follows:

- Nursery and Kindergarten Center
- Arts and Crafts Activities
- Oral Language Development
- Music
- Physical Fitness
- Field Trips
- Breakfast and Lunch

Chesapeake C. C.
Integration of Home and School Life

This program has been developed to improve the home environments of deprived pupils in the attendance areas of Chesapeake CC School by working with the parents. Starting at the parents' levels of understanding, instruction is given in home management, child care, human growth and development, and health.

This project is designed to:

- increase parents' interest in the schools and education by:
  - increasing understanding
  - increasing cooperation

- improve the environment of the pupils by:
  - making homes more comfortable
  - making homes more beautiful
  - making meals more nutritious
  - increasing interest and knowledge in health and safety

- improve the community pattern of living by:
  - changing attitudes and values of parents
  - increasing the aspirations of parents

In a short space of time, some changes have been noted in family living patterns, aspirations, attitudes, and values. Home-school relationships have definitely improved. Children, indirectly involved, are definitely experiencing a better home life and many of these children are now receiving more individual attention than ever before. For many of these same children, home is becoming more beautiful, more desirable, and more and more a place in which to spend some time. Because of the efforts of many people, this particular ESEA Program is bringing one fact out more and more--somebody cares and is willing to work with those mothers who are willing to work for a better home and environment for their children.

Glenwood School
Pupil Improvement Through Family Enrichment

This program is designed to deal with development of the whole child. In order to deal more effectively with the whole child, it is desirable to involve the whole family. Operating on a family basis, the goals of this program are to:

Improve the health and physical abilities of the children.
Develop self confidence in parents and children.
Increase verbal and conceptual skills of children.
Provide appropriate social services for the entire family.
Provide offerings for parents which deal with general and specific problems of making a home.

The whole family is invited to the Family Dinner Hour on Tuesday and Thursday. Following the dinner, a program of varied entertainment is presented. At 6:30, children and parents go to classes.

The parents are taught by volunteer resource people and one teacher coordinator studies such topics as: home beautification, child guidance, nursing in the home, family budget, arts and crafts, children's homework, and music.

The children are divided into age groups for nursery, kindergarten, and classes of language arts, music, and physical education.

The educationally disadvantaged child and his family generally move within a very small geographic area near home. Therefore, the child has a very limited contact with the rest of the world. He needs first-hand experience of visiting, exploring and observing places of interest in the city, the country, and neighboring towns.

Parents and children were invited to go on the following excursions:

1. bank, post office, court house and Capitol
2. glass plant
3. Huntington Art Gallery, Camden Park, and Marshall University
4. a large farm
5. Charleston Symphony Orchestra
6. Children's Theatre

The effectiveness of the project last year, which involved the parents, was judged by:

1. Regularity and percentage of attendance.
2. Increased participation of parents in regular school activities.
3. Improved conduct and attitudes of pupils as noted by school staff.
4. Checklist type evaluation.

Pupil Services

James C. Smith
Assistant Superintendent of Pupil Services
Kanawha County Schools

Introduction

Pupil Services exist to support instruction. This support to instruction comes by offering assistance to pupils, teachers, parents, and administrators as individuals or as groups. Pupil Services in Kanawha County consist of five major departments under the administration of an Assistant Superintendent. This organizational arrangement encourages the services to function as a unit and to engage in a teamwork approach in offering assistance.

It is the intent of Pupil Services to offer assistance to all students in the school system. However, as a result of meeting pressing needs and with the use of federal money, much of the work is directed toward the disadvantaged child. The services are organized to reduce the road blocks that stand in the way of a student's education by assisting those who are in need of understanding, suffer from malnutrition, have poor mental or physical health, and those who are mentally retarded.

This paper should inform the reader of the philosophy and function of each of the services within the range of our total service program.

Guidance Services

Students need help in making wise decisions as they move through a modern school system. Guidance services are important to students from pre-school through graduation.

Counseling Services

Kanawha County has 43 guidance counselors; 27 in the senior high schools, and 13 in the junior high schools; and 3 in the elementary schools. Counselors work with students as they need help in adjusting to their school situation and also to help students make a wise choice of educational and occupational goals. The counselor is the key person on the pupil services team. He handles referrals to the other school services and community services. He works with other service personnel in an effort to build a developmental program that will better serve students.

Dropout Study

The Guidance Department is responsible for County Dropout Study. During the 1965-66 school year, 4% of our junior and senior high school students were reported as dropouts. Lack of interest, on the part of both the parents and students, was the main reason given for dropping out.

Testing

All state and county tests are supervised by the Guidance Department. Group intelligence, achievement, and special tests are given throughout the school system. Data accumulated from these tests are placed on the cumulative records and used by professional personnel.

Job Placement

The Guidance Department employs two full-time job placement coordinators who locate jobs for students and work with guidance counselors in placement of students in available jobs. These coordinators also are developing guidelines for an improved vocational guidance program for Kanawha County.

Health Services

The Health Department consists of a medical director, a nurse supervisor, 24 nurses and 8 dental hygienists. The major functions of the Health Department are those of health screening, referral for correction, and health education.

Vision

The Snelling Chart is used to screen students in the first through sixth grades, and those in other grades as visual problems are evident.

Hearing

All nurses use the Oto-Check to screen for hearing difficulties. Portable audiometers are used as a final screening device before referral is made to the Speech and Hearing Clinic.

Dental Health

Dental screening examinations are given to all first and second graders and to all other grades on a referral basis. Dental Health education is stressed by the use of demonstrations. Kanawha County has 9 Dental Clinics that serve the students in the school system. Two thousand five hundred and twenty-four (2,524) students have been referred to these clinics for dental corrections during the school year 1966-67.

Health Correction

The Health Department has spent $6,700 during the 1966-67 school year for dental and medical correction. This service is extended to the financially disadvantaged child.

Psychological Services

Kanawha County has two psychologists, two psychometrists, and a part-time consulting psychiatrist. This department provides diagnostic and evaluative services to students.

The Role of the Psychologist

The Psychological Department administers psychological tests, holds conferences with parents, holds conferences with teachers, and prepares a written report that is sent to the school.

In addition to the above mentioned responsibilities, the psychologist serves as a consultant to teachers and other Pupil Services staff personnel.

Attendance Services

The Pupil Services team has 27 school social workers who serve as ambassadors between home and school. Their work involves the student who needs special understanding and help in order to be successful in a school program. Behavior problems, failure, emotional stress, socio-economic problems, or poor attendance are some types of problems that are referred to the social workers. They search for the cause of the problem and use all available recourses to find a solution.

Referrals

The school social worker received 12,000 referrals during the 1965-66 school year. During this school year (1966-67), they supplied 2,758 sets of clothing and 1,066 pairs of shoes. They were also instrumental in helping 80 students in senior high schools obtain financial assistance for school fees and other related expenses.

Legal

The school social worker is empowered to keep students of legal school age involved in an educational program. During the 1965-66 school year, 72 students were referred to Juvenile Court and 95 families were referred to Juvenile Court as a result of irregular school attendance.

Special Education Services

The Department of Special Education has 33 staff members who are trained to work with students who are cerebral palsied, mentally retarded, and visually handicapped.

Cerebral Palsy

The class for cerebral palsy children is located in the same building with the Cerebral Palsy Clinic. The children have the advantage of physical, occupational, and speech therapists several times a week. The teacher is considered a part of the team in treating cerebral palsy children.

Home Instruction

The home instruction program serves approximately 100 students each year and is organized to handle and serve any student from the first grade to a graduating senior.

Mental Retardation

There are 400 students receiving instruction in classes for the mentally retarded. The major emphasis is placed on the educable mentally retarded; however, one school is devoted to a program for 30 trainable children.

Speech Correction

Five teachers are assigned to do speech correction work. These teachers are assigned a given number of schools and work on a referral basis.

Visually Handicapped

One itinerant teacher is assigned to help the blind students. Materials are prepared in Braille, and other adjustments are handled by this teacher. The blind students are enrolled in regular school and attend classes with sighted students.

Kanawha Home for Children

One teacher is assigned to the Home for Children. She works in cooperation with the Juvenile Court.

Evaluation

The Pupil Services Division's success depends on improvement in the following areas:

(1) improved achievement
(2) improved school attendance

(3) improved school holding power
(4) improved individual self image as it relates to the success of the three above-mentioned areas.

Types of Reading Programs Offered in Kanawha County Schools

Martha Cottrell
Director of the Reading Clinic
Kanawha County Schools

In Kanawha County Schools, three types of reading programs are offered for students and a clear distinction is made among developmental, corrective, and remedial reading.

The Developmental Program

A developmental reading program is a sequential program of instruction designed to build specific skills in both word analysis and comprehension. At each succeeding level from readiness through grade twelve, the program of instruction is planned to reinforce and extend the reading skills and appreciations which the student has acquired in the preceding grades and to build new skills and appreciations as they are needed by the student in order for him to comprehend and enjoy more difficult and more advanced types of reading materials. The rate at which the skills and appreciations can be acquired by a student depend upon many factors, including such factors as: the social and emotional readiness of the child, his experiential background, his oral language development, his interest in reading, his physical development, his intellect, his mental maturity, his psychological background, his work habits, and his rate of learning.

Although a number of experimental programs are being conducted in Kanawha County such as: Open Court, Words in Color, I T A, Structural Linguistics, and Aud-X--a programmed machine type of teaching based on repetition of words plus individualized reading--the developmental program for most of the elementary students is taught through the use of a basic reading series, plus enrichment materials.

For the past eight years, the adopted basic reading series has been The Reading for Meaning Series, published by Houghton Mifflin. This is a sound symbol approach to teaching reading as opposed to the look-say method.

The student's ability to perform reading tasks as measured by both formal and informal tests, determine the level at which he should be instructed at the beginning of each year. A student begins at his level regardless of grade placement and goes through a structured sequence of skill building activities and materials. The developmental program is taught by a regular classroom teacher who also provides some corrective help for students who are reading slightly below their potential. The basic skills for developing word recognition techniques are usually built during the first three years of school. By the end of the primary grades, the student's background and achievement should be developed to the point where he can use all types of word analysis skills. Beyond the third reader level, emphasis is placed on extending the use of the skills and giving extensive practice in using these skills in the reading of content subjects.

Since the culturally disadvantaged child will need a longer readiness period at every level, it is necessary to focus on a program which features oral discussion, development of listening skills, use of films, recordings, tapes and filmstrips of high interest stories, auditory discrimination exercises and many supplementary and enrichment materials if the student is to become proficient in bringing meaning to the printed page.

The Corrective Program

Although a large percentage of students move through the skills development programs of the basic readers with little difficulty in acquiring the vocabulary, the skills, and abilities presented at each level, another segment of children fail to make adequate progress. This is particularly true of the educationally disadvantaged child. There are many reasons for his failure to succeed. A dominant characteristic of these children in the culturally disadvantaged area is the excessive mobility of their families. The shifting of these students from school to school not only disrupts their own learning, but it also interferes with the reading program of the students who are less mobile. Other factors which contribute to the lack of progress in reading include inadequate language development, cultural deprivation, lack of initiative, generalized poor health, poor nutrition, failure to develop a good self image which enables him to respond to instruction with enthusiasm, feelings of inadequacy, overcrowded classrooms, poor teaching, a paucity of reading materials and the failure of the first grade teacher to make sure the child has acquired social, emotional, physical, and mental readiness necessary for reading before he is plunged into a formal reading program.

The child in need of a corrective reading program is not severely retarded; however, he is distinctly handicapped in specific and general reading skills and continues to function below capacity with average or above average intelligence.

In Kanawha County, pupils in grades 4, 5, and 6 who score .6 to a year below their functioning I. Q. are assigned to special rooms, known as Reading Resource Rooms, for intensive training in the language arts.

Students are recommended for the Reading Resource Room by the regular classroom teacher. After a careful diagnosis by the Reading Resource Teacher, the students are grouped for instruction on the basis of age, reading achievement, and other indications that they can work together with increasing success in both the language arts and in social adjustment.

Students are assigned to the Reading Resource Teacher in small groups of eight to ten pupils, for approximately one hour each day. According to this plan, the Reading Resource Teacher works with from forty to fifty pupils daily. Emphasis is placed on language development and improvement of reading skills. The length of time the student spends with the Resource Teacher is determined by the rapidity with which he can bridge the gap between his achievement in reading and his ability to achieve. As soon as he has gained sufficient reading skill, he is returned to the regular classroom and another child is referred in his place. At the present time, there are approximately 40 Reading Resource Teachers in the elementary schools of the County.

The Reading Resource Teacher is selected because she has demonstrated outstanding competence in the teaching of reading and/or has had special training in this area. Not only should she be skilled as a reading technician, but she should also have a good background in child guidance and a deep understanding and respect for the varying cultures of the pupils she will be teaching. Her attitude should reflect her belief that the child is capable of making progress and that she can help him. All corrective work should be carried out in a context of encouragement, hope and warm feelings. In addition to her work in the Reading Resource Room, the Corrective Teacher confers often with the regular classroom teachers concerning the progress of students referred to the Reading Resource Room and also serves as a consultant in the selection of new materials, the grouping of students in the regular classroom and the use of new practices and techniques.

The room is equipped with the necessary reading materials, library books, furniture and equipment to enable the teacher to provide for the needs of the children scheduled to her.

The Remedial Program

Remedial reading is provided for a small segment of the school population which is so severely handicapped in reading that the needs of the students cannot be met in a corrective reading class. For the most part, this training is provided at the Reading Clinic which is funded under Title III of ESEA. The Clinic is operated tuition free on a year round basis. Any student in grades one through twelve in need of the services of the Clinic is eligible, regardless of his social-economic status.

Students referred to the Clinic should be average or above in intelligence and should have a reading retardation, in relation to ability, of two or more years from fourth grade on, and a correspondingly lesser degree of retardation below the fourth grade. In addition to the reading retardation, the student should exhibit one or more of the following weaknesses:

1. Deep-seated neurological and psychological problems.
2. Serious difficulties with attention and concentration.

3. Acute word recognition problem.
4. Little or no retention.
5. Inability to profit from corrective procedures at the local schools (as indicated by previous school records).

All referrals are made to the Clinic by the school principal. Referrals may originate with the teacher or the counselor, but the referral form must be signed by the principal.

Clinical Diagnosis

Students referred to the Clinic receive a battery of both formal and informal reading and spelling tests, an audiometer test for hearing acuity, a telebinocular vision screening, and individual Slosson intelligence test and a test of laterality and dominance. A student who indicates a need for further psychological testing, is referred to the Clinic Psychologist for a more complete evaluation. All diagnostic information is compiled and assessed by the Clinic team in order to determine whether the student should remain at the Clinic for instruction or be returned to the regular or corrective teacher with specific instructions for planning his reading program.

Students selected to attend the Clinic are given special instruction during the regular school day rather than after school. This plan is necessary due to problems of bus transportation since transportation is provided for all students who do not attend schools within walking distance of the Clinic. By providing remedial help during regular school hours, the remedial program becomes a supplement to the development and/or corrective program which is being carried on in the local school.

Mobile Units

Although bus transportation is provided for students attending the Clinic, it is impossible to transport students from a number of schools to the Clinic due to the location of the schools.

Feeling that teachers and pupils should not be deprived of the services of the Reading Clinic because they live in an area too far from the Clinic to make bus transportation feasible, two mobile units are planned. The mobile units will move out into the hills and valleys each carrying a fully equipped reading laboratory, a trained clinician, and at times the Clinic Psychologist and/or Guidance Specialist. The mobility of these units will provide "on the spot" diagnostic and remedial services for students who would never be reached otherwise. It is hoped that one of these mobile units will roll forth some morning very, very soon equipped with an enthusiastic teacher and all of the necessary materials and equipment to open new doors and new vistas for the culturally and educationally disadvantaged child who lives too far in the hinterlands to be able to enjoy the services provided at the newly established Reading Clinic located in the State's Capitol.

Reading and Language Development Program at the Secondary Level

The reading and language development programs in thirteen junior and eight senior high schools were initiated under ESEA Title I to provide remedial and compensatory instruction for those students who have failed to acquire the basic skills of oral and written communication because of economic, cultural, social, and educational deprivation. In order to meet the special needs of these students, the program has as its main emphasis remedial and corrective reading coupled with language development experiences. It is designed to remediate the learning difficulties of students who, for multiple reasons, have not succeeded in the conventional classroom setting and who have not profited from many exposures to traditional teaching methods. With an emphasis on mastery of fundamental skills, there are specific learning experiences to help students eliminate existing handicaps in reading and language proficiency (e.g., lack of verbal vocabulary, short attention span, and general inability to comprehend the printed page). In revising the structure of the learning situation, consideration has been given to factors such as reduction of class size, modification of teaching strategies, provision of multilevel materials for individualization of instruction, and continuous evaluation of student progress.

Incorporating a multimedia approach (i.e., maximum use of overhead projectors, filmstrips, records, listening stations, movies, reading machines, etc.), the reading and language development program has the following specific objectives:

a. To improve students' basic ability to read by providing motivated experiences, differentiated materials and techniques for individualization of the learning situation, and remedial instruction geared to eliminating areas of deficiency (word attack skills, basic sight vocabulary, comprehension, study skills, and appreciational skills).

b. To increase students' ability to communicate in standard English through extensive speech pattern drills and concept development for vocabulary enrichment.

c. To increase students' ability to listen discriminantly by providing creative directed listening experiences.

d. To improve students' ability to express themselves in practical expository writing, without excessive emphasis on the formalities of grammar.

Remediation of the basic reading skill deficiencies will be the focal point of the program for students who are achieving significantly below their expected levels. This facet of the program includes:

1. Instruction in the beginning or elementary reading skills with stress on development of skills and basic sight vocabulary development.

2. Development of skills required for more advanced reading stages after pupils have broken through barriers from elementary level skills (e.g., reading for different purposes and for different kinds of information; reading a variety of materials; developing flexibility in rote learning the study skills; developing critical reading skills; and acquiring lifetime reading habits).

If the program as outlined is successful in meeting the reading and language development needs of the disadvantaged youth, it is reasonable to expect the following types of improvement:

1. Competence in basic reading skills
    - a. Knowledge of basic sight vocabulary as a foundation for meaningful reading experiences.
    - b. Expansion and enrichment of recognition vocabulary.
    - c. Ability to attack new and unfamiliar words through skills of structural and phonetic analysis.
    - d. Skill in the use of context clues.
    - e. Development of basic silent reading skills.
    - f. Development of skills in oral reading.
    - g. Acquisition and application of study skills.
    - h. Ability to read and react critically to the printed page and to think logically in drawing conclusions.
    - i. Flexibility in reading rate: adjustment to purpose and nature of materials read.
    - j. Cultivation of new appreciations of reading through meaningful familiarity with literature.
2. Increased ability to communicate orally in socially acceptable English speech patterns.
3. Development of competence in listening.
4. Increased facility in skills of written expression.

Factors that Would Improve our Present Programs for the Educationally Disadvantaged and Problems that We Expect to Encounter

Jake Moser
Director of Secondary Schools
Kanawha County

I have been asked to discuss some of the factors that would improve our present programs for the educationally disadvantaged and to touch on some of the problems that we expect to encounter.

I should like to preface my remarks this evening with these two thoughts:

1. NO ONE is born with the knowledge of the best way to guide a child. An understanding must be obtained through a well-planned program. This takes the combined efforts of the home, the school, the church, and society in general.
2. There is no one place where a child receives his education. In our American society education is a cooperative enterprise.

My personal belief is that our democracy is dedicated to the idea that the INDIVIDUAL is of supreme importance. A respect for the individual lies at the very heart of our moral heritage and our political philosophy. We are strong and great as a nation because we are free and because we cherish the creative drive in our people. Our forefathers many years ago became convinced that the key to our future lay in the education of all the children of all the people. The public schools have become a part of the American life because they have fostered the growth of democratic ideals and human brotherhood.

In this era of nuclear power and computers, our society is undergoing changes so rapidly that the upheavel it has created is almost beyond our comprehension. The present high school graduate can look forward to learning at least three occupations during his lifetime. This means he has to unlearn two.

The social upheavels now going on (in areas such as Selma, Watts, and Cicero) are bringing a real challenge to the American people. We must single out and educate the gifted or talented, but at the same time we must not neglect the average, the below average, or the educationally deprived. The social order in which we now find ourselves clearly indicates that in our present educational system we must be geared to prepare our educable children to live in a free, democratic, and capitalistic nation where the dynamic nature of competitive spirit requires constant growth and development.

The school MUST have the type of curricula to serve the needs of all levels of ability since every child should be educated to the limit of his capacities. We have the job of educating the whole child. This would include everything from his learning the three R's to the arousing of his intellectual curiosity to the nth degree. Every child needs to learn to live with other human beings. Every child needs to prepare for work, to have opportunities to learn how to work, and also to further his education.

No one would debate that a child who is socially well-adjusted has many advantages over one who is not. The not-so-well adjusted child could very well be the bully of the neighborhood, a tantrum specialist, a cry baby, or at times a very frightened youngster. Children who have friends, children who feel they belong, children who feel they have a share, a working share, both in the home and in the school are usually well-adjusted socially.

In order to successfully develop programs to meet the needs of all, it is the teacher, in the final analysis, who will either make or break the program. To assume that all teachers can make the needed adjustment to teach all students on all ability levels is fallacious.

We have voluminous information for the teacher who is teaching a regular class. We have very little information for the experimental teacher who is working with the underachiever or the disturbed child or the child who has known nothing but failure.

Teaching a class of underachievers or disturbed children, the first year is often a year of crisis and frustration for the teacher. Often a teacher's beliefs, premises, values and expectations are shaken. Results are not commensurate with what is expected.

When working with this type of student it becomes necessary for the teacher to effect an entirely new approach. This teacher must be receptive to new ways, new approaches, and new understandings.

It is essential for the teacher to relate to each child as an individual. As mentioned previously, many of these children are aggressive, destructive, and indeed too many are classified as delinquents. Most are far behind in academic achievement.

We must turn to the colleges and get them to accept a change in their academic as well as their training requirements especially for many of our degree teachers. Except in isolated cases or in a few summer institutes, our colleges presently are not preparing our teachers to teach the slow learner or the educationally deprived child.

In this area I should like to cite our needs in just one - The Secondary Reading Area. Since the advent of Title I funds, many reading programs have been initiated in Kanawha County. Our philosophy has been not to staff new programs without competent replacements in the area from which these instructors were drawn. Many of our degree teachers have had no formal academic college classes in reading. Should they desire to take preparatory courses, too many of these courses are non-existent or classified as undergraduate. With added pay for the B. A. plus 15, the M. A. plus 15, or the M. A. plus 30, many teachers are reluctant to, or can ill afford to, take these courses on the undergraduate level. More flexibility on the part of the college curriculum in this area must be forthcoming. Our colleges also must exert more leadership in opening avenues and developing new college courses which will prepare our veteran teachers in the innovative area. (An excellent example is the Woodrow Wilson Mathematics Laboratory.)

We need to turn to our colleges and also to our State Department of Education to help us provide the type of in-service programs needed to meet the new challenge in devising new methods in the teaching of the less-able student.

On the county level we must have greater flexibility in secondary course selection.

We must go one step farther and on an experimental basis identify some curricula offerings which would at least be more meaningful to some of the younsters than our general curriculum is currently offering. This would take staffing adjustment. We also must turn to the social worker and psychologist for help with the more severe cases. We need staff members who are willing to venture into the "unknown". Through intensive counseling and extensive aptitude testing a redirection in course offerings could be developed. Important also is "how these new courses are offered."

Let us not be too optimistic. I am sure there is no foolproof formula. In spite of the special help already given, we still will find the young and the not-so-old who will probably "not make it" in any of our presently offered curricula.

One last comment in passing. There seems to be a dangerous accumulation in Washington of power over educational matters. In my opinion there is too much dilly-dallying in getting guidelines to the grass roots where needed. Too much categorical aid - too much unnecessary paper work - too many individual projects to be written - too many applications to file - too many deadlines to meet and too much uncertainty for the continuance of programs already launched.

We have briefly discussed:

1. The important role of the teacher
2. Staffing difficulties
3. Needed revision of college academic training for the teachers working with the less able
4. Improved in-service training
5. The need of social adjustment
   and
6. The necessity for curriculum revision

As teachers may we:

1. Never lose the personal touch with our proteges
2. May we assist the young in developing a philosophy for them so that they will:
   a. have a faith to live by
   b. a self to live with
      and
   c. a purpose to live for

As educators may we ever be mindful that, "It is impossible to do tomorrow's job with yesterday's education."

C. Summary of Selected Small Group Discussions in Kanawha County.

The following group discussions were selected for this report and are summarized as follows:

I. Ward Saturday A.M. Program

A. Description of the Program

1. The program is called a "Family Involvement Program." Breakfast and lunch are served as part of the program. Breakfast 8:30-9:00, Lunch 12:00-12:30, Dismissal 12:30. Children are grouped into three groups. Group I - age four to nine (boys and girls), Group II - age ten to fourteen (girls), Group III - age ten to fourteen (boys).

2. Last year's program consisted of seventeen, half day Saturday morning sessions, five of which were field trips. Activities of this year's program are as they were in last year's program, with the exception of some major improvements and changes in each division. There has been a teacher change this year in arts and crafts and physical education.

3. The different divisions are: (1) nursery, (2) kindergarten, (3) primary, (4) intermediate, and (5) participating adults.

4. The classes interchange every hour. Each pupil receives one hour each of reading enrichment, arts and crafts, and physical education.

5. The children experienced different techniques and skills in making molds, felt art, baskets, model cars, painting, coloring, clay modeling, paper designing, and many others. Puppets were made and story dramatizations also took place.

6. Music was correlated in activities such as story records, listening to records, singing, swaying and clapping of hands.

7. Reading is not a restricted program. Child has more freedom and activities are planned to show reading can be fun. Equipment used included tape recorders, headsets, overhead projectors, film strips, movies, flannel board stories, sequence stories and puzzles. Choral reading is a part of the program. Program of reading is correlated with arts and crafts.

8. Hanzel and Gretel house built in arts and crafts will be used in reading. Experience charts used after each field trip.

9. Child has innate desire to play. Desires fulfilled in pre-school and grades one, two, and three by running, skipping, hopping, and playing such games as tag, hide and seek, and make believe. Games are based on child development of large muscles and coordination.

10. The other two groups are girls and boys age ten to fourteen. Games played were volley ball, basketball, badminton, stunts on mats, tumbling, ring toss, horse shoes, and others.

11. Teacher aides are a valuable asset to the program. Groups are kept small and as informal as possible.

B. Observations Concerning the Program

1. They liked their teachers.
2. They enjoyed doing something different.
3. They liked changing classes every hour.
4. Teacher met the child at the door with a smile and something nice to say.
5. Children enjoyed field trips.
6. Children liked breakfast and lunch.
7. Children enjoyed outings and picnics.

C. Questions and Answers

1. Why is this a Saturday morning program and why is it not held after school? The difficulty lies in the transporting of the child. The distance of ten miles is traveled by the children from Laurel Fork Road.

2. Why can't a program like this be incorporated into the regular week day program? It is proposed in some of the new buildings in the near future. We have the ungraded system now in our school. The new George Washington High School has a new and different program.

3. What could stop you from incorporating a program of this sort in all schools in city areas as well as rural areas? It was agreed that it would be feasible but the county set policies and regulations for instruction.

4. Why can't we make school curriculum flexible and extend this type of program to all schools?
    a. We find good programs and drop them. Why not believe and experiment?

b. Elementary schools are doing a much better job than the secondary schools in the movement toward ungraded classrooms.

c. Let the child talk.

d. A motivated child will learn twice as much.

II. Glenwood P.M. Program

A. Description of the Program

1. Program grew from discussion between principal and area supervisor. Theme: "Pupil Improvement Through Family Involvement."

2. Many of the eighty-eight children had only one parent.

3. Social worker was very effective in getting participants.

4. The following activities were included:

   a. crafts
   b. singing
   c. mathematics - presented as fun
   d. choral readings and finger plays
   e. rhythm band
   f. physical education and field trips

5. Evening began with dinner followed by activities.

B. Improvements or Results

1. Physical education developed self control. At the end of the program they organized for games whereas it was almost impossible to get them organized at the beginning.

2. Parents have not integrated with P. T. A. group.

3. Evaluation is now being compiled.

4. Food had much to do with success of getting parents to participate.

5. Classroom teachers have noted marked improvement in classwork.

6. Very few men participated; few had husbands.

7. One of the problems was the teachers were just not ready for this type of program.

III. Pupil Services: Psychological

A. Background

1. The psychological services grew out of a need for psychological testing.

2. Many services are now offered.

B. Services Available

1. Children are evaluated.

2. Consultations are held in the office or at a school. This may involve school personnel, parents, and other agencies.

3. Inservice training for teachers is provided in such areas as mental health in the classroom.

4. Serve as a consultant for the administration.

5. Emergency consultant services are available within twenty-four hours after the request.

6. Research is conducted.

C. Questions and Answers

1. Can the same child be referred more than once? Yes. We want to reevaluate special education students every three years.

2. Are there changes in the child's behavior after he learns to read? The inability to read is only one aspect of the child's basic problem. An emotional problem may be the underlying cause of his real problem.

3. What will you do with Head Start children you predict will fail? Individualize the curriculum and provide enrichment programs.

4. What can be done for the child who according to the psychological service personnel is not "bad enough" to receive their services? Use a consultant and if still cannot resolve the problem seek the assistance of the psychological service committee.

IV. Pupil Services: Guidance

A. Needs of a Compensatory-type Program.

1. Establish rapport.
2. Achieve a better understanding of the child.
3. Provide better communications between home and school.
4. Emphasize success and change standards for the individual.
5. Provide corrective measures for failures.

B. Aspects of a Compensatory-type Program

1. Provide for summer institutes.
2. Actually live in the home.
3. Establish summer Corrective Programs in English, social studies, science and mathematics.
4. Plan for activity units without textbooks.
5. Set up demonstration centers.
6. Inservice education should be an integral part of the program.
7. Make plans for local implementation.

V. Pupil Services: Health

A. An overview of the county health programs was given.

B. The following recommendations were made:

1. Provide better equipped clinics for nurses to service schools.
2. Reduce case loads for nurses so as to allow more time for follow-up on referrals.
3. Provide transportation in areas where it is needed.
4. Develop parent motivation.
5. Plan a separate health curriculum and teach a regular class. Do not include in physical education and science classes.

VI. Pupil Services: Social Workers

A. Background

1. Social workers spend 90 to 95% of their time working with the disadvantaged youth. Our big problem is trying to understand the many problems of these children. We use many community agencies in attempting to work with these boys and girls.

2. Most of us can identify the disadvantaged youth and feel that our big problem is deciding what we can do to help these children. It was mentioned that the parents often times play a large role in causing their children to be disadvantaged. They do not show the proper interest in their children and many parents lack understanding.

B. Comments from the Group

1. The child must be in school and it is our job to get him there.

2. After he gets there, we must have something to offer him.

3. One member pointed out that many teachers and administrators work in a negative manner with these children and practically force some of them out of school.

4. Many of the schools are not centrally located, and parents have no means of transportation. If parents can't attend school sessions, then how can we expect the children to get there regularly.

5. We discussed P.T.A. meetings and decided that the parents of our disadvantaged youth rarely attend these meetings.

6. Some people in the group felt that there were too many hand-out programs for the disadvantaged youth to draw upon. Their opinion was that these programs caused our people to become dependent upon others rather than themselves.

VII. The Reading Clinician

A. Remarks from the Clinician

1. Children with reading problems seem to have a definite problem with vocabulary.

2. These children lack many experiences.

3. Children have experienced defeat in other years.

4. Have found oral participation to be valuable.

5. The school receives a report from the clinic on each child and there are suggestions to the teachers to help the child in the classroom situation.

B. Questions and Answers

1. What do you feel would be the appropriate number of students for best results? Six is a reasonable and workable group.

2. What behavioral changes do you observe? The group with the most difficulty formed the greatest attachment to the clinic and the clinician. This group gave a gift to the clinician.

VIII. Developmental Reading

A. Main Points Presented

1. Must use a variety of ways to approach the many problems in reading. Some of the ways mentioned were: Peabody Kit, read to children, experience charts, tapes, film strips, over-head projectors, cards, word games, easy books, and role playing.

2. Teach reading skills in content areas as they are needed.

3. Newspaper reading is very important since a majority of the students will not read another book after leaving school.

B. Questions Explored

1. How can you work with these students in group activities and not label them?

2. Are the students reading from the love of reading?

3. Can empathy be learned? Is this a social conscientiousness?

4. How can teachers learn to see things from the students' view?

IX. Reading Resource

A. Explanation

1. Children placed in resource room through recommendation of regular classroom teacher.

2. An I. Q. of 85 or above is required.

3. Resource teacher screens and tests.

4. Grades three through six are in the program.

5. Grade three had a forty-five minute session and grades four to six had sixty minute sessions.

6. Use listening skills once each week.

7. Report to parents is important, but no formal report is made.

8. Teacher should have two conferences with the parents during the year.

9. Keep in touch with the regular classroom teacher.

B. Questions and Answers

1. What do you think of Open Court? It is very good for blending. Pleased with program.

2. When do you put the Open Court Child into developmental program? This is a difficult decision, and experience helps to tell the teacher.

3. What are some ITA cautions? The child may need drill on sight words and comprehension. He may read extensively but lack word meaning.

X. Secondary Reading

A. Comments by Discussion Leader

1. Teaching a non-reader in junior high to read calls for a careful approach and must guard against condescending.

2. Some non-readers have developed skill in mathematics.

3. Need to have individual instruction with an exposure to books and magazines.

4. Discussion is a part of the instructional program and the tape recorder is the most important piece of equipment.

B. Questions and Answers

1. When do you need remedial rather than developmental reading? When the student gets behind due to illness or absenteeism, remedial work may be needed.

2. How can you encourage a non-reader in the secondary school to want to read? Teach him "survival" words and reading required to pass a driver's test.

Part V

Preparing Teachers for Teaching Disadvantaged Youth

A. Conference Objectives

1. To identify special needs of teachers of the disadvantaged
2. To discuss means for improving the education of teachers of the disadvantaged
3. To suggest experiences which could improve the preservice preparation of teachers of the disadvantaged
4. To review public school and college roles in teacher preparation

B. Conference Program

Preliminary preparation for this conference was made by Drs. Charles Barth, Albert Leep, Ruth Mills, and Theodore Soistmann. These individuals attended the Conference on College and University Programs for Teachers of the Disadvantaged at Yeshiva University which was sponsored by the New York State Department of Education. Their charge was to bring back information which would be of benefit to the local groups. Drs. Barth and Leep were assigned the responsibility for conferences in Harrison and Wood Counties and Drs. Mills and Soistmann the responsibility for conferences in Logan and Kanawha Counties. Each conference was opened by one of these individuals who provided the background and stimulation for group discussions. The paper prepared by Dr. Soistmann is presented to indicate the nature of the conference orientation.

Preparing Teachers for Teaching the Disadvantaged Pupil

Theodore L. Soistmann
Assistant Professor of Education
Marshall University

You are now assembled for Conference C. How many are attending your third conference? How many have attended one other conference? How many are attending your first conference?

A brief review of what has transpired to date appears to be in order. Conference A focused on the disadvantaged pupil. You received two papers on this topic: "A Cultural Approach to the 'Disadvantaged'" by Professor Simpkins of Marshall University, and "Disadvantaged Youth" prepared by Professor Gerrard of Morris Harvey College. Professor Gerrard attended Conference A and provided us with additional information about the disadvantaged pupil.

Conference B in Kanawha County was concerned with "Enrichment Programs for Educationally Disadvantaged Youth." You obtained an overview of three Kanawha County programs: Miss Poling presented "Enrichment Through Family Involvement"; Mr. Smith told you about the "Pupil Services"; and Mrs. Cottrell brought you up to date on "Reading." The Kanawha County schools afforded each of us an opportunity to visit one or more of these programs in action. The Director of Secondary Education for Kanawha County, Mr. Jake Moser, closed Conference B with his talk entitled "Factors that Would Improve Our Present Programs for the Educationally Disadvantaged and Problems that We Expect to Encounter."

While you were attending Conference B, four of us were at Yeshiva University in New York City for two days participating in the New York State Education Department Conference on College and University Programs for

Teachers of the Disadvantaged. Dr. Ruth Mills of Concord College and I were assigned to Conference C in Kanawha and Logan Counties. The two northern counties in this project, Harrison and Wood, were represented by Dr. Albert Leep of Ohio University and Mr. Charles Barthe of West Virginia University. Our assignment was to obtain any possible ideas for assisting teachers of the disadvantaged pupils of Appalachia and prepare to present these for this your third conference. We were looking for pre-service as well as inservice ideas.

A moment ago, I stated that Jake Moser closed Conference B with his talk. Actually, Mr. Moser opened Conference C a little early. I sincerely believe that he paved the way for a continuing intra- and inter-institutional dialogue among persons who are concerned with the preparation of teachers of the disadvantaged. If you didn't catch that last sentence, it was one of our project objectives and translated it means that we hope that these three conferences are only the beginning of a cooperative endeavor between the schools and institutions of higher learning to strive to improve the preparation of teachers of the disadvantaged.

I had the pleasure of attending a session at Yeshiva University on this topic where Professor Dean Corrigan, Director, Genesee Valley Regional Educational Center, prepared a statement to stimulate discussion debate. Professor Corrigan's title was "Cooperative College-School System Efforts--Some Questions and Issues." I quote from his statement:

> ### Objective and Underlying Assumptions
>
> The overriding goal of all cooperative college-school programs is a goal which has been a perplexing one for American education from its beginning--to shorten the distance between thought and action--to make the discoveries of educational research operational.

An underlying assumption that seems to have given rise to the establishment of cooperative college-school programs is that new, comprehensive institutions are needed to foster educational innovation and improvement. Another assumption, evident in the multi-institutional character of many projects, is that educational change depends upon effective patterns of cooperation among several different agencies in the educational interaction system. This includes universities with their research competence, schools with their ability for practical experience and implementation, state educational agencies where political responsibility for education is lodged, and other industrial, social and cultural agencies with their special talents.

Activities

The wide variety of activities carried on by cooperative college-school system efforts include (1) conducting basic educational research, (2) developing cooperative field testing and evaluating, (3) disseminating research findings, which includes the actual operational incorporation by the practitioner of new skills, techniques, and strategies, and (4) preparing educational personnel for leadership in such activities.

These activities all assist in the implementation of productive educational change.

Professor Corrigan selected four questions and issues: The meaning of partnership; Clarification of role relationships; Nature of financial support and its effect on program development; and Reactions to the research-action continuum rationale. I developed a few questions from his paper for each of the four areas.

First, the meaning of partnership. Remember we are talking about cooperative school-college programs. Is the belief that educational improvement requires a partnership a realistic one? Does a real commitment to partnership exist? Colleges supply schools with resources, but what resources, in terms of ideas, people, and materials do the schools give to the colleges for improvement? Is the college person still the expert? Is the notion of bringing school personnel into contact with university professors and administrators to teach them still too new a concept for us to consider? Can we break the one-way flow and develop a partnership which involves a continuous cycle in which all the partners have a mutual influence on one another?

Second, clarification of role relationships. When we work on cooperative programs, are the roles of personnel and/or inter-institutional roles in relationship to other positions or institutional functions clearly defined? Do we place sufficient emphasis on procedures developed to study and/or discuss role relationships? What are the roles and responsibilities on which there is agreement or conflict among the colleges, schools and other agencies participating in the program?

Third, the nature of financial support and its effect on program development. What will we do when federal legislation and foundation grants are no longer available? Since much of our financing has been based on federal support, what has this done to long -range, in-depth projects? How can we obtain a stable support base for program development?

Fourth, reactions to the research-action continuum rationale. Should all of the research be conducted by college and university personnel? A series of articles on research by Professor James L. Jordan of Marshall University has been carried in the West Virginia School Journal this year. I highly recommend these articles for your professional reading. Dr. Jordan is one professor of educational research who has told the classroom teacher how to conduct research in his own classroom.

Since a full report on the Yeshiva Conference is not possible or practical at this time, I selected a sample of comments from my notes from the various sessions I attended. I tried to group these by community, school, and college. They were as follows:

Community: "Bring parents into school; ask them to help consider school problems; try their answers." "Start in community and then go to school. Let parents give ideas; don't tell them or try to 'educate' them; build on their ideas and interest in their kids." One mother said: "You trained teachers so why do you think you can help them now?" A college person said: "We should no longer work with schools that do not involve parents and community groups in decision making of schools." "In training community residents in jobs such as teacher aides, we'll enforce their belief in lack of status of community people if we only employ them as sub-professionals. Need a genuine dialogue with school and community." "Teacher education programs need budget commitments to include community people." "Work with all community people, not just those termed 'responsible'." "Process of community involvement is so alien to our professional way of life. We've had little or no opportunity to work with the community in the way we pay lip service." "We are going to have to be excitingly unorthodox in ways to involve community, not PTA."

School: "Once in the ghetto, you don't get out. Living conditions around slum child must be changed to help the child, but we can't do this so we must begin in school." "Various school districts adopt universities." "Competent teachers give university people lectures on how to teach disadvantaged." "We must recognize the fact that we have attitudinal disadvantaged teachers. They do not recognize their own prejudices and attitudes and do not have expectations for the disadvantaged."

College: New York University is involved in a cluster plan for teaching with one school district. This plan is being funded by the Ford Foundation. The cluster involves one mathematics teacher, one English teacher, one social studies teacher, one community agent, and one university person who serves as a coordinator of instruction. This group plans the whole educational program. They are operating under the assumption that teachers will work to discover new ways to work with disadvantaged. "Most university people admit they don't know much about urban education." The teacher preparation program of the City College of New York placed all of its people in disadvantaged schools. They are doing away with education courses in the college classroom. Beginning next September, student teaching will last one year and all future teachers will be required to take Spanish. "The college and university must have the courage to try innovations." "Future teachers must have early experiences in school and community activities--beginning freshman year." One of the speakers related a saying of one of his colleagues --"Now that you love 'em what are you going to do to learn 'em?" "The on and off campus study is conducted by two separate groups. This needs to be integrated with reciprocal feedback of both."

One of the most important parts of the three conferences that I have waited until now to mention has been the opportunity for small group discussions. As you will note in your program, small group discussion is the major focus in tonight's conference. No one expects us to solve the many problems that face us concerning teacher education for disadvantaged students--at least not tonight. We do want to create an awareness of the problems and identify next steps in a cooperative effort to endeavor to solve these problems.

Each of you will have an opportunity to contribute some "next steps" to one of the following questions:

1. What are special needs of the teachers of the disadvantaged?

2. What are means for improving the inservice education of the teachers of the disadvantaged?

3. What kinds of experiences can improve the pre-service preparation of teachers for the disadvantaged?

4. How can colleges and local schools best work together to improve the preparation of teachers of the disadvantaged?

Can we achieve that partnership approach which will improve our teaching of the disadvantaged from pre-school programs through the graduate school?

C. Summary of Small Group Discussions

Question I: What Are Special Needs of Teachers of the Disadvantaged?

A. Personal Needs

1. Special methods, knowledge, techniques needed by teacher of disadvantaged:
    a. Sound social, emotional health
    b. Develop warm, friendly, outgoing personality
    c. Good rapport is a must
    d. Must not stand off from children
    e. Need love and concern
    f. Get close to the children
    g. Hand on head or on shoulder
    h. Some teachers insist child must pull away from his peer group
    i. Must have faith--faith that Americans have in education

2. To "sum-up" the teacher needs to be understanding and tolerant.

3. How important is textbook?
    a. Motivation most important
    b. Enthusiasm
    c. Intercommunication highly important
    d. Must be fair--students will notice sham
    e. Sincerity

4. Develop empathy for the student.

5. Need a personality to understand and feel that the teacher can do something for the pupil even if there is failure.

6. Need interest and concern for each child so that the teacher will be able to create a situation where the child can gain some sense of accomplishment.

7. Teachers need to have an opportunity to relax sometime during each day.

8. Opportunity needs to be given for teachers who have similar age groups to get together to discuss informally, problems of their groups.

9. An integrated personality, sincerity, liking for children, acceptance of children as individuals are some attributes that should be developed.

10. Know and understand the needs of others.

11. Have compassion for our students and not pity.

12. A teacher should be flexible and have a good sense of humor.

13. The teacher needs an internal quality of acceptance, empathy and a basic understanding of the worth of each individual, and ability for being able to make a worthwhile contribution regardless of how small the contribution might be.

14. We need well-trained, flexible teachers who are able to use their knowledge and skills to the best benefit of the disadvantaged.

15. Must desire to really want to work with these children.

B. Preparation Needs

1. Good basic college training with reinforcement through inservice courses. Train in depth in child growth and development, psychology, sociology, anthropology and guidance. Revision of teacher education programs with field work at grass roots.

2. Encourage disadvantaged people to become teachers. They make good ones.

3. Need more special help in handling the problems in our school and home life.

4. Provide an earlier internship program, beginning in the freshman or sophomore year, so that young college people can explore teaching as a career and also familiarize themselves with disadvantaged youth.

5. Start professional training of young teachers in high schools by emphasizing teacher clubs even more.

6. Perhaps omit some methods courses. May need longer preparation period with more observation. This could include an apprenticeship.

7. Every teacher should have a course in remedial teaching with experience here if possible.

8. Use best of pooled knowledge and move ahead through research.

9. Offer college courses to help teachers meet the problems of the culturally different.

10. Need a variety of methods and ways of presenting new experiences.

11. One year of training.
    a. Speech patterns
    b. Pronunciation of words

12. College or university should give the student an opportunity to find out where he is most suited for teaching.

13. Make the student understand what it takes to become a teacher before he trains.

14. Critic teacher should give student teacher sufficient information about each student so he will know each one and his problems.

15. Need first-hand knowledge by giving released time to teachers for visitation in homes.

C. Communication Needs

1. Teachers need closer relationships between social workers, homes, and themselves.

2. Need a closer working relationship with school social worker and two-way communication to get information to teacher.

3. Provide opportunities for teachers and other professionals to communicate (sharing problems and solutions).

D. Teachers should recognize basic needs and possess ingenuity and creativity to do something about them.

E. Understandings Needed

1. Include the rural and urban child with limited environmental experiences.
2. Know and understand the child.
3. Should know the community customs.
4. Need to know what value is placed on formal education in community and such community values as the following:
    a. Family relationships
    b. Manners
    c. Dress
    d. Cleanliness
5. Teacher is middle-class and he should notice the differences that exist among the classes.
6. Deprived of advantages common to other children.
    a. Sleeping in school--not indifference
    b. Surly - maybe he hasn't had any breakfast
7. Teacher must always look for cause of behavior.
8. We have failed to recognize that these children are different.
9. Economic, moral and social problems could be studied through case studies.
10. Teacher needs a language vocabulary to enable him to communicate with pupil and parent.
11. Should know the background of pupils and have objectives for each pupil.
12. Teachers need to be alerted to the fact that such children are often emotionally disturbed and be prepared to cope with such problems.
13. Teachers need to learn how to bridge the cultural gap and find out how the children think and feel. Then, learn how to interpret their actions and responses.
14. Need a clear definition of the term "disadvantaged" with a clearer understanding that disadvantaged children can come from any social and economic class. Define the "disadvantaged" in reference to specific situation in which teacher is involved before determining specific needs.

15. Give the child recognition and praise.

16. Give the child special care and guidance.

17. Special need for teachers to understand discipline problems of the disadvantaged child.

18. Need to understand students and families to get rid of preconceived ideas of teachers.
    a. Opportunities for teachers to meet in the community (on level of parents)
    b. First-hand experiences
    c. Knowledge of ways to communicate with the home

19. Need self-understanding (realistic) with constant self-evaluation.

20. Need knowledge of curriculum and classroom organization and how to modify in order to meet individual differences.

21. Adeptness and knowledge in human nature a necessity (empathy, not sympathy).

F. Experiences Recommended

1. Need to be associated with special professional personnel to gain help in understanding and developing remedial procedures, interpreting and implementing problems.

2. Spend some time working with the disadvantaged in the home and community.

3. Teachers need practical experience in facing the problems they will encounter in teaching the culturally deprived.

4. Recruit youth into Head Start, recreational, camp, and other youth programs where they can receive supervision and encouragement.

5. Provide therapy sessions for teacher trainees.

6. Live for one semester among disadvantaged families.

7. Schools need "floating teachers" who can relieve regular teachers for making home visits.

8. Need to become involved in community activities where disadvantaged live.
    a. Social activities
    b. Church activities
    c. Programs
    d. Sports--events

9. Teacher of disadvantaged should be in close contact with nurses, doctors, ministers, etc., who have contact with these children.

10. Future teachers need much experience in teaching disadvantaged children during their preservice preparation.

11. Vicarious experience could include movies and film strips.

12. Incorporate ideas from the National Teacher Corps.

13. Need of the teacher is a social adjustment. A year in training in social work would be invaluable to the teacher.

G. Resources for Enrichment

1. Materials are important. They must be different. New textbooks are needed. Gear materials to the child.

2. Make the class on the children's level by use of special audio-visual aids.

3. Need resources to aid in an enrichment process which teacher provides for children without advantage.

4. Need psychologists in the school systems.

H. Cautions

1. Deprived people on Indian Reservations resent people coming in and staying one week and posing as experts; this can happen in disadvantaged schools and communities.

2. Try to avoid improving conditions for a short time and then returning to the old way when the change was considered beneficial. An example of this was a summer program where children improved noticeably, were happy, and did not have to compete because they were working on their level without pressure, then during the regular school year they became frustrated, discouraged and, often behavior problems because they found themselves at the bottom of the heap again.

Question II. What are Means for Improving the Inservice Education of the Teachers of the Disadvantaged?

A. Experiences Recommended

1. This experience should be a more functional type. There should be time set aside whereby the teacher could become more acquainted with the family and the home environment that envelops the child.

2. Teachers should get together frequently to discuss like problems and to evaluate their progress in solving these problems.

3. Parent participation is a must. We should strive for a close and personal relationship with parents because they often give us the needed clues for determining treatment.

4. The beginning teacher should have an experienced classroom teacher in the room for an extensive period of time.

5. All teachers in inservice training should make home visitations of all students on board time before school starts.

6. One day a semester should be spent visiting the disadvantaged families so that the teacher realizes the problems of the disadvantaged.

7. A beginning teacher should go with an experienced teacher as he makes home visitations. They should visit a cross section of homes.

8. More teachers should have experience of living near conditions of disadvantaged.

9. Counsel the reluctant child through study, play and work.

10. Establish good rapport between faculty and students. Provide individual student-teacher conferences.

11. Community projects help teachers to become aware of the social expectation of that community.

12. Break down the "self-containment" isolation by providing an opportunity for teachers to visit other teachers and grade levels within the school.

B. Inservice Programs Suggested

1. Everyone, particularly secondary teachers, must develop a better understanding of reading instruction throughout all twelve grades.

2. Prepare teachers through inservice courses to group children for more effective learning.

3. Develop a program whereby lower class pupils attend a "middle-class type" camp, while their teachers, administrators and nurses spend several weeks living among poverty conditions under the overall direction of a

sociologist. When school begins in the fall, students and teachers must share and reveal their reactions and new learnings.

4. Hire master teachers to circulate and teach demonstration lessons.

5. Prepare teachers to listen to children more carefully.

6. Provide time for the teacher to diagnose the academic and emotional needs of the child.

7. Conduct inservice programs that make it possible for teachers to study and understand the non-graded philosophy, the inter-relationships of the language arts and the current research concerning effective procedures and techniques.

8. Techniques of good communication should be developed.

9. Understand that there is a need for improving inservice education.

10. Teachers should have conferences for planning curriculums.

11. College groups could provide demonstrations for instructing disadvantaged children.

12. College should follow beginning teacher during first year.

13. The department of education of the state colleges and universities should come into a county or area that they serve and meet with the county staff and from their suggestions develop a program that would give true inservice help to teachers.

14. There should be developed an actual experience type program that fits the individual needs of teachers of the particular area in question.

15. There should be demonstration teaching with pupil participation. The teacher should be one who is actively engaged in working with the disadvantaged child in a given area.

16. The teacher needs time to study the backgrounds of these children. This is a must if she hopes to establish good rapport.

17. Time should be given the teacher to identify community and human resources, that are available for use in the education of the child.

18. Time should be provided for studying ways in which the teacher might build up the experiences of the children.

C. Questions that Need to be Answered

1. How should parents be involved in planning curriculum?

2. Is there an attendance problem? Disadvantaged are sick more frequently. There is usually less parental motivation.

3. Can teachers be relieved of the pressure of a certain program of studies or curriculum which cause them to teach "book" rather than children?

4. Is unit teaching one of the answers to this? Can there be a sharing of methods and techniques?

5. Do parents feel that they are disadvantaged as far as clothing is concerned and are therefore reluctant to come to the school?

6. Why not draw upon good ideas that have proved themselves in other counties or areas?

Question III. What Kinds of Experiences Can Improve the Preservice Preparation of Teachers for the Disadvantaged?

A. Different Approach to College Courses

1. Suggest methods for teaching in major and minor fields instead of education in general.

2. Include a course in educational psychology shortly after practical experience.

3. Colleges should devise courses and field experiences which would provide a better background for working with the disadvantaged such as that utilized in the National Teacher Corps.

4. Special undergraduate programs should be established for those who are interested in teaching the disadvantaged.

5. Need to know more about child development in order to understand children of either the advantaged or disadvantaged. Need more courses of this nature. Need course in psycholinguistics and social dialectology.

6. Preservice work should include instruction in the teaching of reading and in literature appropriate for the disadvantaged students. Reading, motor patterns and communication skills are basic needs which must be a part of every instructor's job regardless of subject matter.

7. Selectivity should be exercised to determine those suited to teaching the disadvantaged.

8. Colleges should prepare teachers to motivate disadvantaged students to seek higher education.

9. Use studies that have been made concerning teaching the disadvantaged as background for experiences in preservice preparation.

B. Observation Experiences

1. Through education classes have prospective teachers observe the disadvantaged at schools or centers and write up observations.

2. Provide field trip experiences into areas of the educationally disadvantaged.

3. Education majors should get out into the field as early as possible.

4. Education courses must be made far more realistic by including theory and practical experience.

C. Student Teaching Experiences

1. Participate in community activities.

2. Serve an internship.

3. Prepare teachers to use audio-visual aids.

4. Provide for variety in class size for student teachers.

5. Student teachers must become more "guidance-conscious." They must learn to study the effects of emotions and background on the learning process.

6. Student teachers must also make home visits.

7. Place student teachers in the classroom before they are seniors, if possible, as early as the freshman year.

8. Teach to utilize case studies.

9. Provide varied experiences with the disadvantaged in order to form opinions and develop attitudes toward teaching them.

10. Provide seminars and weekly conferences for discussing plans and researching problems.

11. Give student teachers the opportunity to develop a self concept.

D. Community and School Experiences

1. Inter-relationship of the Job Corps with VISTA and other volunteer organizations.

2. Provide prospective teachers with opportunities to gain experience in working with large families who exist on small incomes.

3. Encourage young college people to tutor disadvantaged children in a summer experience.

4. The summer school atmosphere provides more freedom with the chance to build confidence in a smaller class.

5. A teacher aide experience is essential to anyone becoming a teacher for the disadvantaged.

E. Financial Incentive to Prepare to Teach the Disadvantaged

1. Give prospective teachers a grant from the state if they work with the disadvantaged during the teacher preparation period.

2. The education profession must work for higher salaries so that more capable college students will select a teaching career.

Question IV. How Can Colleges and Local Schools Best Work Together to Improve the Preparation of Teachers of the Disadvantaged?

A. Specific Preparation Recommended

1. All teachers working with disadvantaged children should have some preparation for the teaching of reading.

2. Public school systems and teacher institutions should jointly strive toward developing the characteristics of compassion and respect in all teachers, especially those working with disadvantaged children.

3. Colleges should seek to find public school personnel who

are effective in teaching the disadvantaged. Student teachers could actually work with such personnel in team teaching situations.

4. Human Growth and Development courses should be reorganized in such a manner as to be more practical.

5. Potential teachers should be trained to have insight, and should practice empathy with their students.

6. We now recognize our holding power of drop-outs--we must have a curriculum to take care of their needs.

7. Teachers should have more experience in preparing individualized programs.

8. Learn about each pupil as an individual before entering the classroom.

9. Observe more.

10. Colleges and schools can best work together in meeting the needs of inservice programs especially designed for teaching the disadvantaged children. This training could utilize the facilities of the colleges and the public schools and should carry graduate credit or financial reimbursement.

B. Earlier and Longer Contact with Schools

1. It is important that the student in teacher education have an early contact with public school systems. This could be as early as the freshman or sophomore years. Experiences could include directed observation, serving as a teacher's aide, or serving as a volunteer. The type and frequency of contact would be modified from time to time, but it seems desirable that there be a continuing relationship between the student in training and the public school system. This would culminate in the student teacher experience sometime in the senior year.

2. College instructors should begin an orientation program with the prospective teachers early in the teachers' training period. The student teachers should be taken to the school areas which serve disadvantaged children.

3. Young student teachers who show that they are interested in this area of teaching, should go out early in their training to the disadvantaged area. They should become acquainted with the various problems before they visit the area.

4. Student teachers should be trained in local schools where they expect to get jobs.

5. Both colleges and local schools should work to provide wider and longer practicum situations.

6. College students should spend more time in the schools.

7. Colleges and local schools can best work together in preservice training of teachers by providing extended laboratory experience with the disadvantaged in the public schools, utilizing the resources of colleges, public schools, and the community.

C. Utilization of Existing Personnel

1. Guidance counselors in the schools should be utilized especially with student teachers.

2. More group meetings of teachers, principals and college teacher training personnel should be held.

3. College professors should teach the disadvantaged child and receive first-hand experience rather than text experience.

4. Each school district should strive for a closer working relationship with a cooperating college. Teachers from both levels should meet and exchange information and feelings.

5. Invite college students into classrooms where an outstanding teacher is working.

6. Colleges should come directly into the schools to teach inservice education courses or other courses rather than have the teacher travel to a campus.

7. Public school teachers could teach some college courses, and vice-versa.

8. There should be contact between school personnel and college staffs.

9. More classroom research and experimentation should be implemented and shared with others.

10. Instructors should attempt to motivate the pupils with the idea that it takes superior teachers to teach these youngsters. Teachers should feel it is a compliment to be asked to teach such youngsters.

D. Parent and Community Involvement

1. It was strongly emphasized that our key is to change attitudes of parents.
2. Home visitation is necessary.
3. It was suggested that public school systems and teacher training institutions develop programs where teachers and future teachers in training will have the opportunity to live and work in disadvantaged communities. They should become involved in community life.
4. Prospective teachers should be given first-hand knowledge of the area, the child, and the home.

Part VI

Project Evaluation

The basic part of the evaluation is to be made after this final report is read and analyzed by conference participants and primarily by the Conference Steering Committee. The first evaluation session was held in Charleston, West Virginia on May 15, 1967. In addition to members of the Steering Committee Richard E. Lawrence and James Kelly, Jr. of the staff of the National NDEA Institute were present. This was a brief session designed to focus the thinking of the group on two questions. "How successful were we in achieving our objectives," and "Where do we go from here?"

It was the concensus of the group that the Appalachia Cooperative Program in Teacher Education opened new roads of communication between public school and college staff members and that an "exchange of ideas" did take place. It was the belief of this group that this opening of lines of communication was probably the most valuable outcome of the twelve sessions. Some felt that this was the first time that public school practitioners had been provided an opportunity to feed back concerns and ideas about teacher education to those who had the responsibility for teaching teachers.

College staff members stated that the opportunity to become more closely related to those who had primary responsibility for teaching was most valuable. Some expressed the feeling that this was the first time they had been provided an opportunity to know what had developed as a result of the Elementary and Secondary Education Act. There seemed to be agreement that the teacher of teachers had developed a greater awareness of the problems of the public school classroom.

In closing this group urged that a further detailed evaluation of the efforts of the past session be made. It was pointed out that the preliminary evaluation indicated:

1. College staff members must be brought into closer contact with the work of the practioners.
2. Professional course work should be closely related to immediate classroom situations.
3. Continuing education of teachers beyond the first degree should be closely associated with the specific assignment of the teacher.
4. Colleges should consider placing a special emphasis on preparation for teaching the disadvantaged.